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ABSTRACT

This resource guide for comprehensive counseling and guidance programs provides counselors, student service personnel, and administrators of Iowa's K-12 schools and community colleges with a means to improve or design programs. With the rapidly changing global society and the increase in violence at all levels of society, there is a critical need for programs to integrate skills and knowledge that will develop productive citizens for the future. This guide provides a framework for the organization, implementation, and evaluation of a comprehensive program. It is a tool for educators that incorporates current research with best practice. The guide covers the four foundational components of the comprehensive program (guidance curriculum, individual planning, responsive services, and systems support) and the three key domains (personal and social skill development, career planning, and academic planning.) Sections include: (1) "Overview of the Guidance Program"; (2) "Connecting the Iowa Initiatives"; (3) "The Process of Change"; (4) "Standards and Benchmarks"; (5) "Counselor Role"; (6) "Program Implementation"; (7) "Evaluation and Assessment"; and (8) "Sample Lesson Design Formats and Templates." (Contains 112 references.) (JDM)

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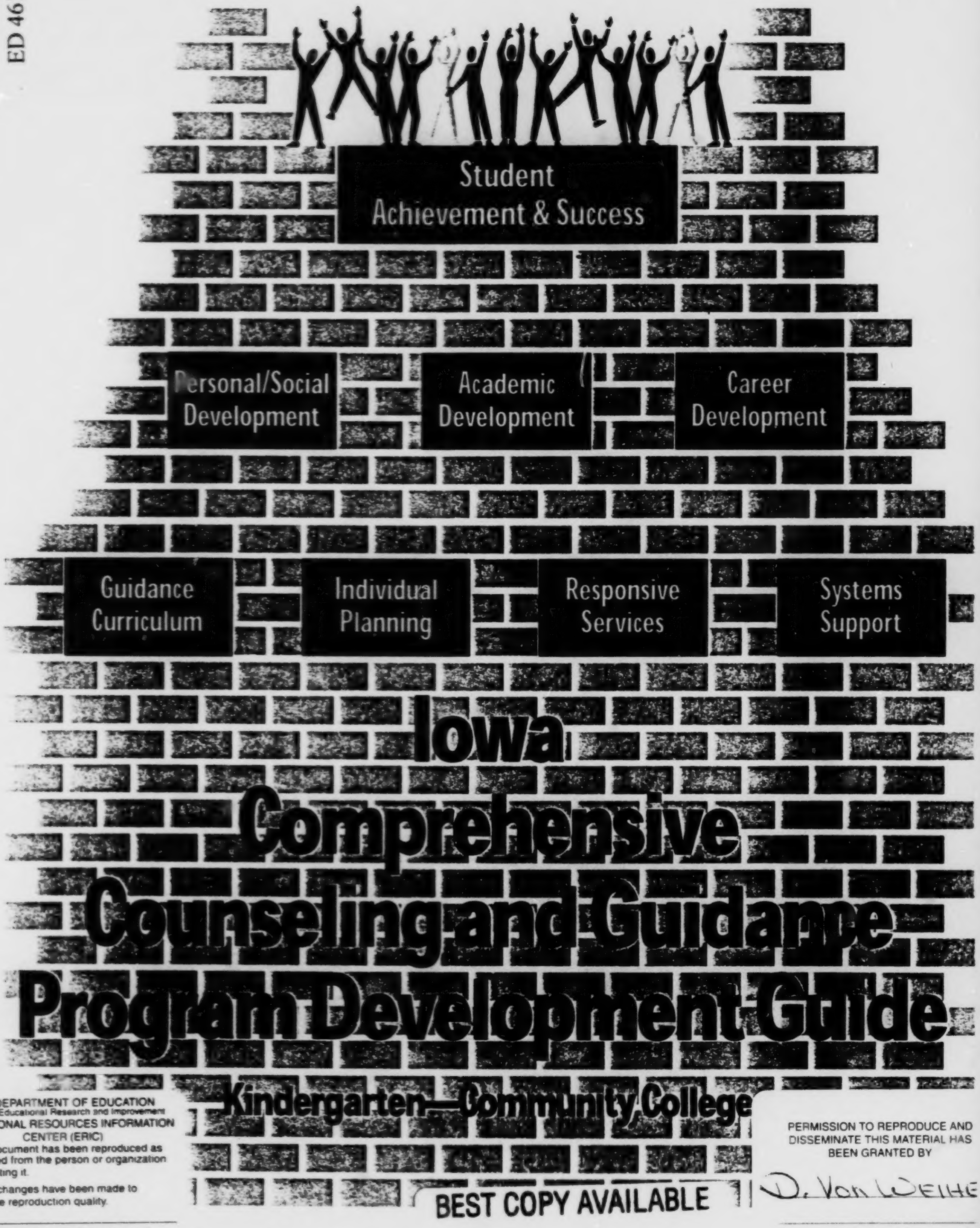
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Iowa Comprehensive Counseling and Guidance Program Development Guide

Kindergarten—Community College

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DEPARTMENT OF EDUCATION
TED STILWILL, DIRECTOR

November, 2001

We are pleased to provide Iowa Educators with this resource guide for comprehensive counseling and guidance programs. The purpose of the guide is to provide counselors, student service personnel, and administrators of Iowa's K-12 schools and community colleges with a practical resource for designing and/or improving locally established comprehensive counseling and guidance programs.

Increasingly, the public is becoming concerned about the safety of their children while they attend our schools and colleges. This has encouraged policy makers and practitioners alike to place greater emphasis upon the learning environment/climate within the K-12 and community college system. The comprehensive counseling and guidance program has a critical role in creating this positive learning environment and is an appropriate champion for students, and the community.

It was the intent of the developers of this guide to provide educators with an overview of the components of a comprehensive counseling and guidance program. In addition, the guide includes tools and resources that can be utilized in program development, implementation, and evaluation. The Iowa Guide is based upon national standards for school counseling programs of the America School Counselors Association (ASCA).

In closing, I would like to take this opportunity to thank Darlene Von Weihe and the dedicated Iowa educators who served on the task force/writing team for their contributions to this guide. Through this effort and the collaborative efforts of our schools, colleges, and communities, Iowa's future will be better and brighter.

Sincerely,

Ted Stilwill

Ted Stilwill, Director and Executive Officer
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THE IOWA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM DEVELOPMENT GUIDE

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The Iowa Comprehensive Counseling and Guidance Program Development Guide was compiled by a dedicated group of individuals including school counselors, counselor educators, and counseling consultants who are former school counselors. Their passion, perspective, and expertise have resulted in a document that will provide direction to counselors as well as administrators and local Boards of Education. Their commitment to the students and families of Iowa is demonstrated by the many hours devoted to this task.

The American School Counselor Association's "National Standards for School Counseling Programs" has had a significant impact on the development of this guide. Therefore, the ASCA National Standards are included here in an effort to create a comprehensive guide for counselors. An extensive search of school counseling program literature and a compilation of tools and sources from practitioners are incorporated into the Iowa Plan. Therefore, this document is both a reference and a tool kit. A complete bibliography of sources is included in the Appendix.

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INTRODUCTION

At a time in America when every citizen is aware of a rapidly changing global society and increased violence at all levels of our culture, we as educators feel called upon to respond. In Iowa, the school has been the keystone of the community, from which support for children has emanated for over 150 years. Therefore, it is natural that citizens look to educators for answers to some of the deepest and most complex questions that have ever faced us as a society.

How do we prepare our students to learn, work, and live with each other in the 21st Century?

- ☐ How do we instill self-respect and respect for fellow human beings?
- ☐ What personal/social skills are needed?
- ☐ What problem solving skills must they have?
- ☐ How can we nurture full academic potential?
- ☐ What career development programs must be provided?
- ☐ How do we ensure equity for all?
- ☐ What are the specific employability skills needed by every worker?

There is a critical need for programs that comprehensively integrate the skills and knowledge that will develop productive citizens for the 21st Century. Iowa's **Comprehensive School Improvement** initiative provides a process for students, educators, and community members to clarify thinking, to identify what we want graduates to know and be able to do, and to set goals for education. It is also time to integrate programs that acknowledge and facilitate the interaction between the academic and affective needs of students.

Comprehensive developmental counseling and guidance programs that deliver learning to all students, ***by all staff members*** will move us toward the goal. It is time for the integration of rigorous academic curriculum and positive pro-social climate. When these two merge, the product is academic excellence. It is within this setting that the individual views himself/herself as a valuable and contributing member, reaches full potential, and becomes a productive member of society. Research shows that individuals, to be whole, must have the opportunity to develop both intellectually and personally/socially. We now see both the critical need and the opportunity to provide programs that address these issues.

Developing and implementing a comprehensive counseling and guidance program is a systemic change. It encompasses a philosophy of invitational education (Purkey 1991 and Radd 2000) that permeates the culture of the entire educational setting. It seeks to create a setting where resources are directed toward people, places, programs, processes, and policies that are inviting. A comprehensive counseling and guidance program leads to a positive climate and environment for learning that is collaboratively and intentionally nurtured. Its presence can be felt in every aspect of the educational institution. This work is ongoing and infinite, with a three- to five-year commitment for the beginning efforts alone.

To accomplish this, partnerships are necessary, not only among educators themselves, but among students, families, business, and the community at large. The collaborative relationship between counselors and administrators is key. Through partnerships, we can create proactive, preventive, developmental programs that will benefit all students, from kindergarten through the community college years. The counselor is not the program. However, trained professional counselors have the skills to facilitate and coordinate these partnerships for the betterment of children, youth, and adults.

During 1998 in Iowa, a new initiative, **Success4**, was launched. Its intent is to help mobilize students, families, educators, support staff, and communities. The outcome of this effort will be to enhance the social, emotional, behavioral, and intellectual development of children, youth, and adults in a multi-dimensional way. Participating districts and communities across the state have worked to assess their needs, study best practices, develop and implement a plan, and to continuously evaluate results. The process supports a continuous collaboration to enhance the education of the whole person, thus complimenting a comprehensive counseling and guidance program (see page 32 for a graphic representation of the Success4 Process).

The **Iowa Comprehensive Counseling and Guidance Program Development Guide** is a framework for the organization, implementation, and evaluation of a comprehensive program. It is a tool kit for educators. Incorporating current research and best practice, it includes basic assumptions and recognized standards for programs. "The Iowa Guide" is, simply put, a starting point for a long-term process. Many additional excellent sources of information are available to enhance the journey toward comprehensive counseling and guidance. It is our hope that educators will utilize The Iowa Guide in ways that best fit their community's unique needs. It is, after all, a worthwhile journey.

STATEMENT OF INTENT

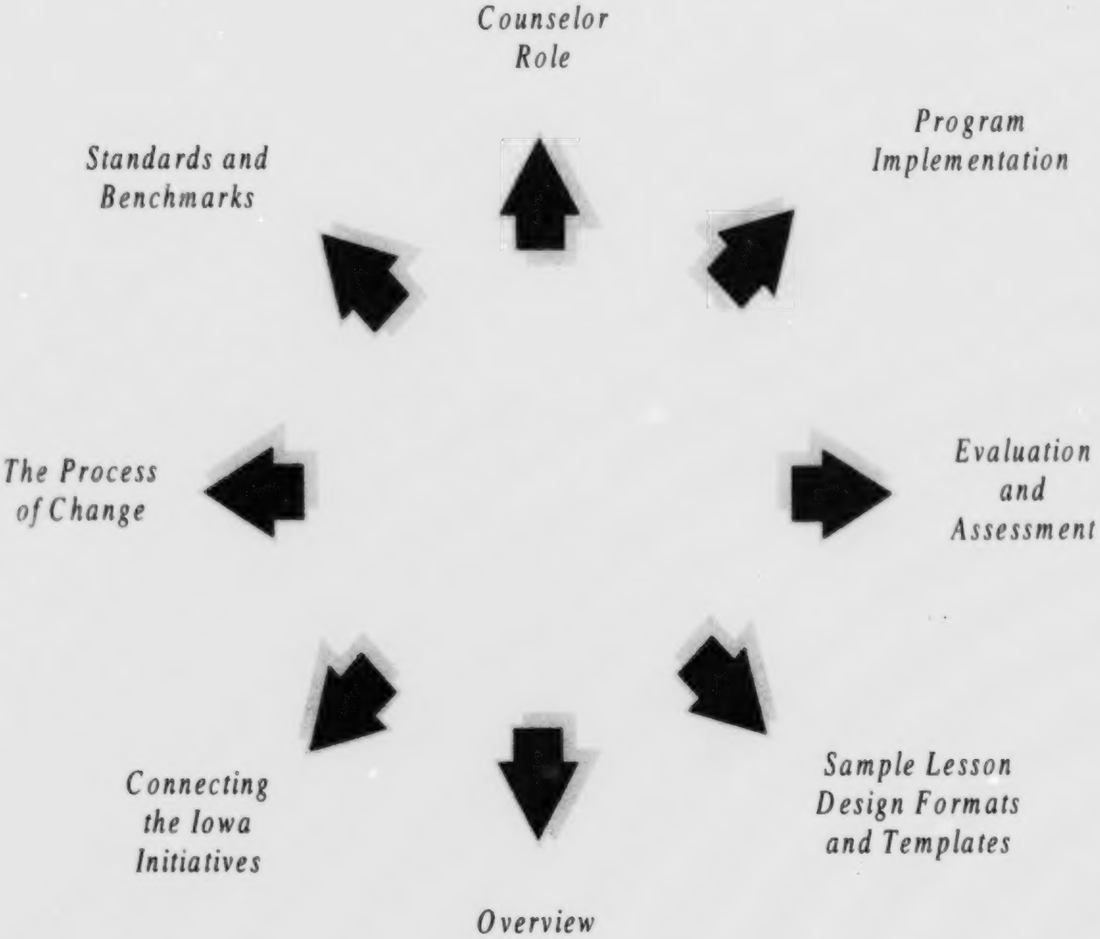
The intent of the Iowa Comprehensive Counseling and Guidance Program Development Guide is to provide counselors and administrators with a practical resource for the design of locally established comprehensive counseling and guidance programs. This guide is intended to provide an overview and broad definition of comprehensive counseling and guidance programs, a description of the process for developing and implementing a comprehensive program, and tools and resources which counselors can use on a daily basis. With this toolkit, school districts and community colleges can develop, implement, and evaluate programs that are sequential, comprehensive, and developmentally appropriate for kindergarten through the community college years.

VISION OF SCHOOL COUNSELING AND GUIDANCE

This program development guide is based on the following vision of School Counseling and Guidance:

- A comprehensive counseling and guidance program is achieved through a collaborative partnership of counselors, administrators, teachers, school psychologists and social workers, students, families, and community members.
- Counselors are educators as well as professional counselors.
- Counseling is based on a foundation of educational/developmental research and best practice.
- Effective counseling programs are comprehensive in nature.
- Counselors are committed to continuous professional improvement and renewal.
- A comprehensive counseling and guidance program is evaluated on the basis of student outcomes.
- Counselors seek to help all students succeed in work, family, and school situations.
- Counselors promote success for all students.
- Effective counseling programs focus on the development of skills which lead students to make healthy lifestyle choices.
- Comprehensive counseling and guidance programs are integral to district-developed Student Learning Goals.

IOWA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM DEVELOPMENT GUIDE


Counselor Role
Program Implementation
Standards and Benchmarks
The Process of Change
Evaluation and Assessment
Connecting the Iowa Initiatives
Sample Lesson Design Formats and Templates
Overview

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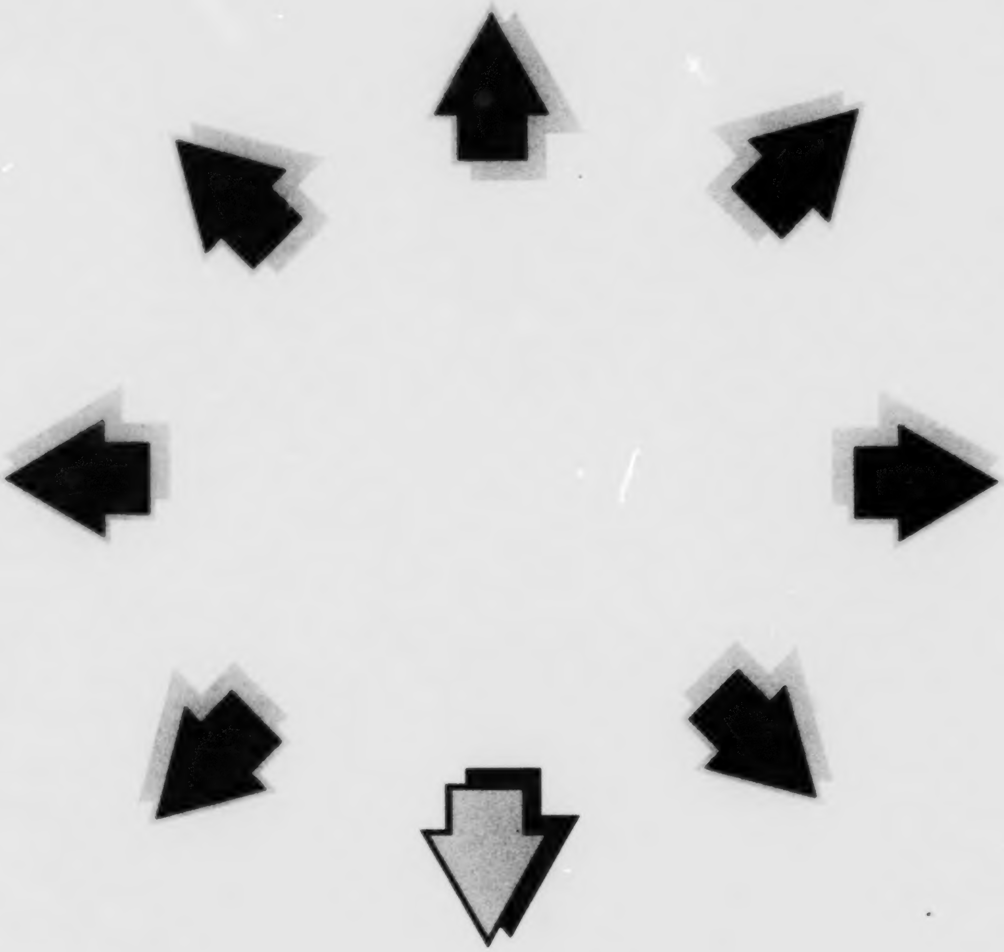

Overview

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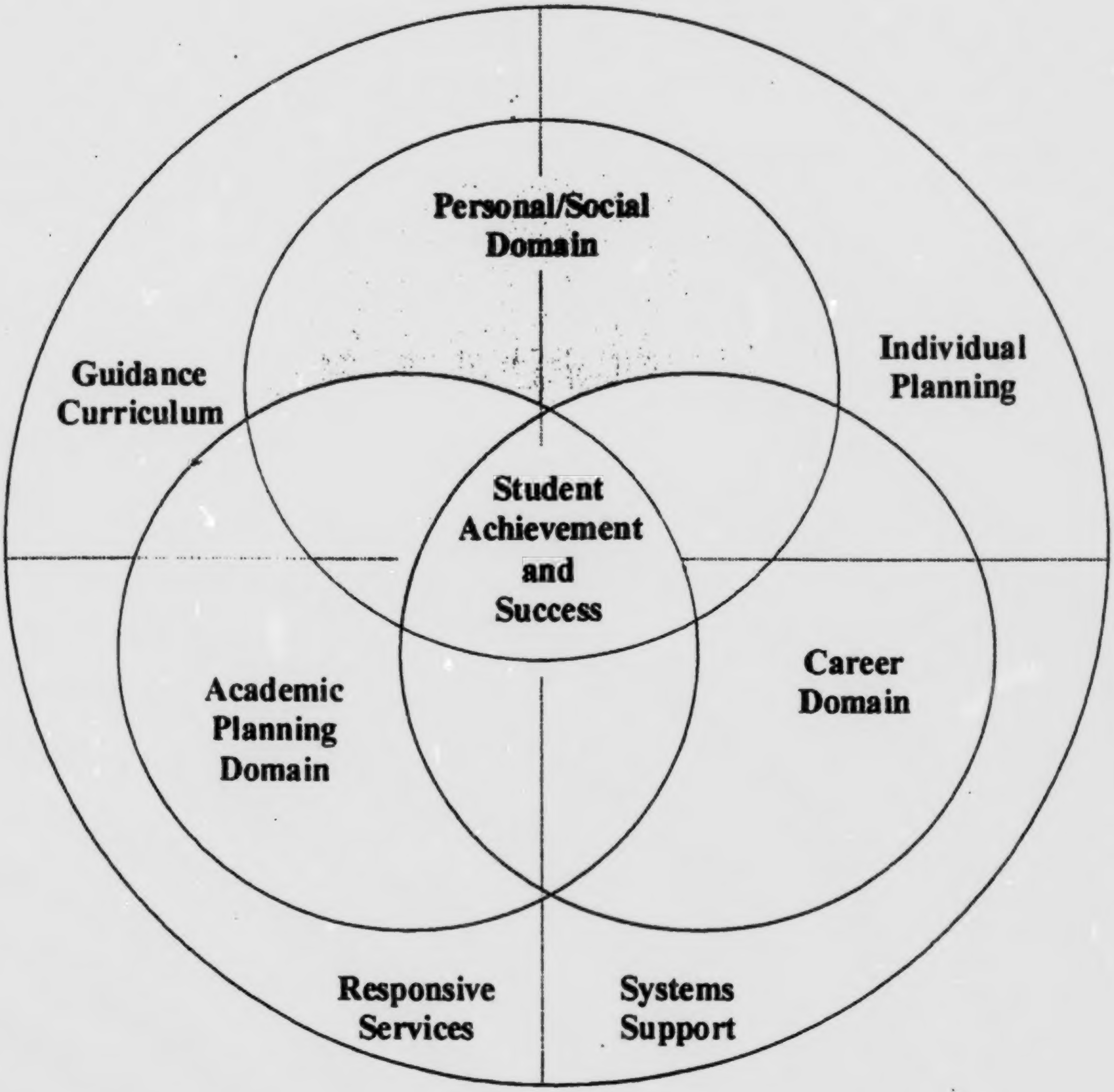
EXPLANATION OF CONCEPTUAL FRAMEWORK
(See Figure 1)

Figure 1 is a graphic representation of the integrated developmental approach encompassed by a Comprehensive Counseling and Guidance Program. The four foundational components -- Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support, and the three key domains -- Personal/Social Skills Development, Career Planning, and Academic Planning continuously connect and interact. (For a definition of terms, see pages 10-13.)

Where a comprehensive program exists, an activity, event, or initiative would include several elements and domains. For instance, guidance curriculum would include teaching developmentally appropriate skills in the areas of Personal/Social, Career Exploration, and Academic Planning. Dynamically intertwined in a comprehensive program, it is impossible to separate the components and domains. The interplay of the components and the domains within the system is apparent in people, places, policy, and programs -- the entire culture of the educational institution.

In a comprehensive program, the experiences provided to students by counselors, administrators, all staff, and community are developmentally supportive. The outcome of a dynamic systemic approach will be optimum student achievement and success -- graduates who are prepared to live, learn, and work together successfully in the world.

CONCEPTUAL FRAMEWORK
OF
THE IOWA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM DEVELOPMENT GUIDE


Personal/Social Domain
Guidance Curriculum
Individual Planning
Student Achievement and Success
Academic Planning Domain
Career Domain
Responsive Services
Systems Support

FOUR COMPONENTS OF A COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance content in a systematic way for the purpose of skill development and application of skills learned	Assists students in planning, monitoring, and managing their educational, personal/social, and career development goals	Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	Includes program, staff, and school support activities and services. The purpose is to provide support and leadership in program delivery
Areas and Activities Addressed: • Academic Development ◆ Skill development ◆ Planning course of study ◆ Employment skill development ◆ Workforce Preparation ◆ Transitioning • Personal/Social Development ◆ Conflict resolution ◆ Character education ◆ Violence prevention ◆ Goal Setting ◆ Substance abuse prevention ◆ Cultural understanding • Career Planning ◆ Career awareness ◆ Career exploration ◆ Career decision-making ◆ Career transitions	**Topics Addressed:** • Educational Development ◆ Setting educational goals and assessing ◆ Transitioning needs ◆ 4-Year and 2-Year course plans ◆ Financial needs and resources ◆ Education options • Personal/Social Development ◆ Setting personal goals ◆ Improvement planning • Career Planning ◆ Career assessments ◆ Job shadowing, mentors, internships, apprenticeships	**Topics Addressed:** • Academic Development School-related concerns: ◆ Academics ◆ Attendance ◆ Behavior ◆ Drop-out prevention ◆ Special needs ◆ Accommodations • Personal/Social Development ◆ Peer conflicts ◆ Coping with stress ◆ Crisis management ◆ Grief/loss/death ◆ Relationship concerns ◆ Abuse ◆ Substance Abuse • Career Planning ◆ Job placement ◆ Assist in identification of support systems ◆ Addressing special needs	**Topics Addressed:** • Guidance program development, implementation, and assessment • Parent education • Faculty/administrator consultation • Staff development for educators • Counselor professional development • Incorporation of educational initiatives into one of the four guidance components • Research and publishing • Community outreach • Public relations • Building Assistance Teams • Crisis Management Plan • Comprehensive Study Skills Program • School Improvement initiatives • Special initiatives to address behavior and learning
Counselor Role Structured Groups Classroom instruction Leadership and consultation	**Counselor Role** Assessment Planning and placement Individual conference planning, implementation, and assessment	**Counselor Role** Individual and small group, crisis and developmental counseling Consultation Referral	**Counselor Role** Provide leadership, facilitative, and organization skills in: • Program management • Leadership and consultation

Figure 2

COUNSELING AND GUIDANCE DEFINITIONS

Comprehensive Counseling and Guidance Program

A comprehensive counseling and guidance program is developmental by design and includes sequentially presented activities and responsive services that address student growth and development for all students, kindergarten through community college. Collaborative in practice, the developmental approach focuses on the attainment of student competencies in three areas: personal/social, academic, and career. A comprehensive program is not a random selection of services. It is a program based on standards, benchmarks, and grade-level competencies. The program is integrated into the day-to-day process of the school including program, people, policies, places, and processes (Purkey and Novak, 1995).

The distinction between a comprehensive program and a "program" that is based on isolated activities is that the comprehensive program is based on what students need to know at each stage of their development which is reflected by the standards, benchmarks, and competencies.

Guidance and Counseling

Guidance is the process of helping people make important choices that affect their lives. While the decision-making aspect of guidance has played an important role in the counseling process, it has more historical significance than present day usage. It sometimes distinguishes a way of helping that differs from the more encompassing word *counseling*. One distinction between guidance and counseling is that guidance focuses on helping individuals choose what they value and counseling focuses on helping them make the changes. A common misconception is that school counselors only provide guidance, but in reality, guidance is only one part of the overall service provided by professional counseling (Gladding, 2000).

Counseling

According to the American Counseling Association, the practice of professional counseling is the application of mental health, psychological or human development principles that address wellness, personal growth, or career development, as well as more serious problems. Counseling is a process that may be developmental or intervening. It is conducted with students who are functioning well (preventative programs to help them master developmental tasks) as well as with those who are having more serious problems (difficulty coping with parental divorce, troubling interpersonal relationships, school attendance or performance issues, for example). Students who manifest more serious problems of depression, eating disorders, substance abuse, or severe anxiety, for example, are generally referred to outside agencies who collaborate with school counselors and the school team.

In contrast to psychotherapy, which is usually a long-term process (20-40 sessions over a six-month to two-year period) that traditionally focuses on more serious problems, counseling tends to be more short-term and focuses on the resolution of developmental and situational problems (Gladding, 2000).

EVOLUTION AND DEFINITION OF COMPREHENSIVE COUNSELING AND GUIDANCE

From Then to Now...

Since the early 1900's when school counseling began, to the dawning of this new millennium, school counseling has undergone significant changes. In the beginning years, teachers served in the position of school counselor and were called vocational counselors. Frank Parsons was instrumental in this first systematic conceptualization of guidance, where the emphasis was on helping young people make the transition from school to work. As vocational guidance services expanded, concern was raised about the fact that by designating teachers as vocational counselors with no release time from their teaching duties, it appeared that guidance was being perceived as an ancillary activity that could be performed by anyone. As early as 1923, Myers stressed the importance of guidance as an integral part of education that required trained personnel working in a unified program, noting that principals needed to understand what counseling involved so they didn't overload them with administrative responsibilities that left little time for them to do the work of a counselor.

As Myers was expressing these concerns, a gradual movement away from the strong vocational orientation to education as guidance was taking place, with more emphasis on personal and educational aspects and psychological measurement. By the beginning of the 1930's, personal counseling became more prevalent as guidance workers became increasingly aware of the large numbers of students who were bothered by personal problems. *Guidance* was now seen as an all-inclusive term, whereas vocational guidance was defined more narrowly as helping students choose and prepare for an occupation.

During the 1930's and into the 1940's with the pioneering work of Carl Rogers, personal counseling flourished. The occupational emphasis was also strong throughout this period. In 1946, the George-Barden Act was passed, allowing state funds to be used to support research, reimburse salaries of local counselors and supervisors, and reimburse counselor trainers. Needless to say, guidance prospered at the state and local levels, and standards for counselor preparation began to emerge. Another significant piece of legislation was the NDEA Act in 1958 that provided funds to establish statewide testing programs and funds to training institutions to prepare secondary school counselors. In the 1960's, this was expanded to include support for services, testing, and training for the elementary and junior high levels as well.

In the 1960's, several significant trends which impacted counseling emerged: the pupil personnel services movement, which identified guidance services including orientation, individual appraisal, counseling, information, placement, and follow-up; the centrality of individual and group counseling; and consultation with teachers and families. Coordination of counseling between school and community became increasingly important. With the advent of elementary school guidance in the 1960's, the developmental emphasis emerged, with an important function of the counselor being the enhancement of effective learning climates. The term *developmental guidance* was used much more frequently, with emphasis on the need to develop all human potentialities. Especially during the 1970's, there was increased effort to revamp guidance from an ancillary program to a comprehensive program with a developmental emphasis. During this period, there was also increasing interest in career development and career education, comprehensive systematic approaches to guidance program development, psychological education, and moral education. Many researchers stressed the importance of a developmental focus, a program that serves all students, guidance as an integral part of the educational process, and program accountability.

In the late 1970's, an increasing number of articles, books, and handbooks describing comprehensive programs emerged, as did mandates for comprehensive, developmental guidance programming in schools. In 1979, the Elementary School Guidance and Counseling Incentive Act was introduced to assure that all children would have access to developmental counseling as a result of funding for programming. In the

1980's, the State of Missouri published a version of a comprehensive state plan to help districts develop, implement, and evaluate comprehensive, systematic school guidance programs. Other states also followed suit in the late 1980's and into the 1990's. During this period, the American Counseling Association (ACA) and the American School Counseling Association (ASCA) were also involved in establishing task forces to research and promote the comprehensive, developmental guidance concept. ASCA recently published *Vision into Action, Implementing the National Standards for School Counseling Programs*, a sequel to *Sharing the Vision*, a publication on comprehensive guidance.

Information for this overview is credited to N. Gysbers and P. Henderson, *Developing and Managing Your School Guidance Program* (Third Edition): American Counseling Association, 2000.

Comprehensive Guidance - A Definition

Over the years, counseling has evolved from a reactive service that emphasized scheduling and informational services in an unstructured, unsystematic way, to a proactive program that includes a preventative focus, a guidance curriculum based on standards, and planned daily activities. Comprehensive programs deemphasize non-counseling functions such as clerical tasks that take time away from the important work of a counselor. Comprehensive counseling and guidance programs are based on the assumption that counseling is for all students and is an integral part of the total educational process. This philosophy is consistent with the ideas promoted by The Education Trust's Initiative on Transforming School Counseling: that counselors should be leaders who are integrally involved in raising student achievement by helping to change inequitable principles and practices and work within the system to promote more student-centered environments to assure student success. In *Vision into Action,* ASCA leaders also promoted this approach, noting that comprehensive programs are a shift away from a menu of services and activities to a well thought-out program where counselors work with teachers, administrators, and others in the educational environment to promote student success which they define as academic (educational) development, career development, and personal/social development. As opposed to the traditional program, a comprehensive program promotes the concept of a team approach; the counselor is not the counseling program, but is the proactive leader for change. In other words, once standards, benchmarks, and specific competencies are defined, everyone within the system, including families, works in various capacities to support them. For example, if one of the competencies is for students to learn to make good decisions, teachers will structure their classrooms in ways that provide opportunities to make decisions. Counselors might do individual or small group counseling with students who are struggling with decision making, and playground supervisors might walk students through a decision-making process if they are making poor choices about what to do or how to act. The point is that the school philosophy and guidance objectives are consistent and are reinforced in numerous ways throughout the educational environment.

Comprehensive programs are also based on what is developmentally appropriate and necessary for students to acquire at each grade level. Programs are sequential: for example, first graders might learn how to share in a lesson about interpersonal relationships, whereas juniors might learn about healthy dating relationships in an interpersonal relationship lesson geared to their developmental level. Sequential programs are based on grade-level competencies in the areas of personal/social, academic, and career development. Competencies provide for accountability, and program evaluation is important.

The emphasis on development and the ideas behind the comprehensive program have been germinating since the 1960's, as the historical overview indicated. As far back as the 1930's, it was recognized that increasing numbers of students had personal problems which expanded the scope of counseling, and as early as 1923, Myers cautioned against overloading counselors with administrative duties that detracted from their time to counsel and stressed that counseling is not an ancillary function. The fact that we are still promoting these ideas in 2000 is an indication that we are on the right track; hopefully we can increase our efforts in this area so that every school in Iowa will soon be implementing comprehensive developmental programs to promote student success in personal/social, academic, and career development.

TRADITIONAL VS. DEVELOPMENTAL

The new emphasis in guidance programming is developmental vs. traditional. The following chart illustrates the comparison:

TRADITIONAL		DEVELOPMENTAL
Crisis Counseling	→	Prevention Plus Crisis Counseling
Information Service	→	Guidance Curriculum
Career Information Service	→	Career Planning and Development
Scheduling/Programming	→	Program Management
Reactive	→	Proactive
Clerical/Task-Oriented	→	Goal-Oriented
Unplanned	→	Planned Daily Activities
Unstructured	→	Accountable
Maintains Status Quo	→	Evaluates and Changes
Conducts non-counseling functions such as figuring grade point averages, scheduling and monitoring make-up tests, individual tests, and other clerical functions.	→	(Not a Counselor Role)
Random Acts of Guidance	→	Collaborative leadership in designing, implementing, and evaluation of the program

Figure 3

PROGRAM COMPONENTS

A comprehensive program is based on learning in three areas of development: personal/social, academic, and career. Program components serve as the structure to achieve the learning goals. Gysbers and Henderson (1997, 2000) identified the following components: guidance curriculum, individual planning, responsive services, and system support. Even though Gysbers and Henderson focused on pre-kindergarten through 12, their work is also applicable to community college counseling and guidance programming.

GUIDANCE CURRICULUM

This component is the heart and soul of the developmental piece of a comprehensive program. Included in this component will be standards and benchmarks by grade level so that there is a scope and sequence. Once these standards and benchmarks are identified, activities to achieve them are developed. These activities are generally implemented in 30-45 minute weekly or bi-weekly classroom guidance sessions which are for all students. Since the counselor cannot do all the classroom guidance, plus all the other counseling responsibilities, teaming with teachers is critical. The curriculum can be developed by the counselor or as a joint teacher-counselor effort. Counselors can train teachers in effective facilitation skills. If activities have well-defined objectives and learning outcomes, specific procedures, and discussion questions, there is very little difference between teaching a language arts lesson and teaching a guidance lesson: both emphasize awareness, knowledge, and skill. At the middle school and high school levels, an advisor-advisee system is often an effective way to implement a systematic program. With this integrated system, one teacher would meet weekly or bi-weekly with a group of 10 to 15 students and conduct a lesson, followed by discussion.

Lessons such as these may also be implemented in small structured groups of six to ten students. These sessions basically serve the same purpose as classroom guidance, the advantage being that with fewer students there is more opportunity for discussion and personalization. It is important to note that these types of groups are for all students and are preventive and more educational in nature, in contrast to groups that are formed in response to a problem that is already beginning to emerge.

This component should also include parent/family education programs at all levels. These programs can be delivered in two ways: through large group informational sessions, where a topic that is particularly relevant to a group of parents or families is presented; or through small group sessions of six to ten people. Small groups may be ongoing for six to eight weeks; one topic or a series of topics can be explored. The topics can be general topics such as discipline or developmentally relevant topics such as how to handle adolescent mood swings or how to deal with the transition out of high school. Small groups may also be structured as support groups, where a group of parents or families with a common need meet for support and sharing. An example of this type of group would be groups for parents of children with attention deficit hyperactivity disorder or a group for families dealing with substance abuse or divorce, for example.

This component also includes conducting inservice with teachers, administrators, and school support staff. Characteristic traits at developmental stages, effective conflict resolution or classroom management strategies, and communication techniques are typical areas of counselor expertise that are pertinent to others and can be shared in informal discussion groups or structured presentations. By getting involved at this level, the counselor is perceived as a leader who contributes to the overall school climate, and as a result, guidance programs are viewed as an integral component of the educational environment.

This component is different from the other three in several ways:

1. There are specifically planned activities in this component that are curriculum based lessons.

2. Teachers will do more of these tasks than those in other components because while they can be trained to do classroom guidance, it takes extensive train-

ing found in masters degree programs to do individual and small group counseling, for example, teachers are not permitted or qualified to do individual counseling.

3. This component, more than any of the others, focuses on prevention. The intent is to systematically present students with information and skills that they can use to address typical developmental problems; the hope is that as they learn what is "normal" and learn ways to deal with these issues that they will develop the ability to deal with similar problems in the future.

4. Standards and benchmarks in this component are generally based on what research tells us about developmental tasks all children and adolescents need to master. Therefore, they are based on what all students need. In contrast, a needs assessment would be done to identify deficits and specific areas that some children may need more help with, or areas that would be specific to a certain community, or in response to a crisis, for example. These needs would be addressed in classroom guidance lessons or in small group counseling sessions specifically designed to focus on these issues, or through school prevention programs targeting problems such as substance abuse, teen pregnancy, or drop-out rates.

5. Activities in this component are done on a systematic basis and are for all students, whereas this might not always be the case in other components.

The curriculum addresses developmentally appropriate concepts for each grade level in the three domains:

1. **Personal/Social Development**
   - Self-concept, self-awareness, self-acceptance
   - Emotions/emotional maturity
   - Interpersonal relationship skills
   - Problem solving/decision-making skills
   - Behavior management
   - Personal safety

2. **Academic Development**
   - Attitudes that contribute to lifelong learning
   - Skills for improving learning such as time management and persistence
   - Study skills for school success
   - Academic goal setting

3. **Career Development**
   - Career exploration
   - Career planning and goal setting (see Appendix)
   - Career preparation

INDIVIDUAL PLANNING

The activities in this component are also provided for all students and serve to guide them in developing and attaining their personal/social, academic, and career plans. Major activities in this component include orientation programs for students transferring to the school, for students entering preschool or kindergarten, and for students transitioning from elementary to middle school and from middle school to high school. These orientation sessions should not only address the informational aspects of the transition such as the layout of the building, but also emotional issues such as anxiety about the transition.

Another key activity at the junior and senior high levels, is educational planning, which could include working with students on scheduling and course planning; helping with post-secondary planning, placement, and financial aid; and career information. Testing, interpretation, and dissemination of standardized test results may also be included in this component. Counselors need to be careful that this component does not consume a disproportionate amount of their time. Many of these activities can be done in small or large group sessions. Other school personnel or clerical staff can also assist with scheduling and test dissemination and interpretation. Oftentimes academic advising can be done through an advisor-advisee program where the counselor serves as a consultant and coordinator, but the advisor actually works directly with the student. These delivery methods directly address the team concept inherent in the comprehensive guidance philosophy and free the counselor to carry out other important functions of the developmental program (for an example of individual planning forms, see Appendix).

RESPONSIVE SERVICES

The purpose of this component is to assist students who have problems that interfere with their healthy personal, social, educational, or career development. Counselors will work with students individually or in small groups to provide them with skills to help them prevent a problem from becoming major, or they may work with them to identify remedial interventions to address more serious concerns or problems that have resulted in unhealthy choices. For example, a student who is suddenly finding herself experiencing more conflicts with her parents might learn some effective communication skills to help her deal with the problem before it becomes major. In this case, the counselor is able to help her prevent the problem from becoming worse. If the student had already been kicked out of the house or beaten up in a fight with her parents, more significant remedial action would be called for. Problems students present in the responsive services component include normal developmental problems that they are not coping with successfully as well as more serious problems such as depression, eating disorders, test anxiety, or grief and loss issues. Problems may be in the areas of personal development, issues with self-esteem, pregnancy/sexuality, substance abuse for example. Students may also experience problems in social development such as parental divorce, violence, peer problems, or sibling problems. They may also have problems in educational development such as school phobia, test anxiety, or with achievement and motivation. In the career development area, they may be dealing with analyzing interests and aptitudes or deciding on post-secondary options for example.

Counselors intervene not only individually or with small groups of students who have a similar need (i.e., divorce support groups, groups for children of alcoholics), but they also may consult with teachers and work with parents and families to help them address students' needs. In addition, they may refer students to other agencies for more specialized support (i.e., eating disorder programs, mental health centers where counselors specialize in treating suicidal or addicted adolescents).

Also included in this component is the counselor's role in the school crisis intervention plan. Every school needs to have a plan in place in case a tragic event occurs (death of a student or teacher, community disaster, etc.). Teams of school personnel and outside resource personnel need to be trained in advance about how to follow the crisis plan. The counselor can serve a key leadership role in helping develop the plan and training personnel.

Work in this component, unlike in the curriculum component, does not consist of planned activities of anticipated topics. The counselor responds to what students present, and those problems range from difficulty coping with normal developmental issues to more serious situational crises.

SYSTEM SUPPORT

This component encompasses support services that the counseling/guidance program provides to other educational programs such as testing, vocational education, special education, and gifted education. It also includes support that the guidance program needs from the system in terms of management activities. Examples of management activities might include having adequate facilities and a budget, structures that support the program such as advisory committees, time allocation for various counseling-related duties and responsibilities, public relations efforts to promote the program, and program articulation and management. The support services that the guidance program provides to the school often involve the counselor(s) as coordinator, linking services both in the school and community to help address needs of special needs and gifted students.

This component does not involve as much direct work with students; rather, the focus is on articulation, management, and coordination of the program to assure that it is an integral part of the school structure. The counselor is a key member of school improvement, discipline policy, and behavior management teams.

COMPREHENSIVE COUNSELING/GUIDANCE PROGRAM OVERVIEW

FRAMEWORK

Conceptual Framework

- Mission Statement
- Rationale
- Benefits
- Assumptions

Structural Framework

- Steering Committee
- Advisory Committee
- Staffing Patterns
- Budget
- Guidance Resources
- Facilities

PROGRAM DELIVERY COMPONENTS

Guidance Curriculum

- Classroom
- Presentations
- Structured Groups

Individual Planning

- Educational Planning
- Advisement
- Assessment

Responsive Services

- Individual Counseling
- Small Group Counseling
- Consultation
- Referral
- Collaboration

System Support

- Management
- Public Relations
- Professional Development
- Evaluation

DOMAINS

Areas

- Personal/Social Development
- Academic Development
- Career Development

RESOURCES

Human

- School
- Community
- Business and Labor

Political

- School Boards
- Legislature
- Policy

Financial

- State Funding
- Grants

Technological

- Equipment
- Management Information Systems

SUGGESTED TIME DISTRIBUTION

	Percentages			
	Elementary School	**Middle/Junior High School**	**High School**	**Post-Secondary**
Guidance Curriculum	40	35	25	15
Individual Planning	10	25	35	35
Responsive Service	35	25	25	35
System Support	15	15	15	15
Totals	100	100	100	100

Adapted from the Utah and Texas Models for Comprehensive Guidance

A RESEARCH-BASE FOR THE IOWA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM DEVELOPMENT GUIDE

Introduction

The work of initiating comprehensive school guidance and counseling programs nationwide has advanced significantly during the past two decades. Currently it is estimated that approximately 34 states promote the use of a comprehensive counseling and guidance program (Sink & McDonald, 1998; Gysbers & Henderson, 2000; 2001). Consequently, it is critical that as Iowa strives toward whole school improvement that the establishment of comprehensive guidance programs statewide is supported. This achievement, in turn, will promote healthy development and provide the necessary guidance services as an essential component of each student's educational path.

A review of literature reveals substantial support for assuming a proactive role in promoting comprehensive counseling and guidance program development in Iowa. During the past two decades a variety of theoretical models have been effectively translated nationwide into comprehensive programs (Myric, 1997; Mitchell & Gysbers, 1998; Henderson & Gysbers, 1998; Gysbers & Henderson, 2000; VanZandt & Hayslip, 2001). Such efforts are an attempt to reframe the traditional work of school counselors from a reactionary and crisis orientation to a proactive developmental-prevention focus at the national, state, and local school levels (Paisley & Hubbard, 1994; Paisley & Peace, 1995; Wittmer, 2000). In fact, during the past decade, comprehensive counseling and guidance programs have been the preferred way of organizing and managing counseling and guidance in the schools. This is primarily due to the comprehensive counseling and guidance program, by its structure, being supportive of the national movement toward accountability in educational program outcomes (Vernon & Strub, 1991; Fairchild & Seeley, 1993, 1994; Fairchild, 1995; Neukrug, Barr, Hoffman & Kaplan, 1993; Cambell & Dahir (1997); American School Counseling Association, 1999; Gysbers & Henderson, 2001; Lapan, 2001).

Current research focuses on comprehensive counseling and guidance programs as "results-based programs". Within the framework of the comprehensive counseling and guidance program concept, essential outcomes to be achieved are defined, and then processes likely to bring about these goals can be identified. As a result, the counselor roles and program elements evolve and adapt to maximize realized outcomes ensuring accountability in program effectiveness (Mitchell & Gysbers, 1978; Johnson & Johnson, 1982; Gysbers and Henderson, 2001).

As an outcome of this early work in comprehensive guidance programs, others have focused research on the effectiveness of not only the total program, but on specific components within the comprehensive counseling and guidance program development guide. (Mitchell & Gysbers, 1978; Borders & Drury, 1992; Whiston & Sexton, 1994; Gysbers & Henderson, 1994; Paisley & Borders, 1995; Lapan, Gysbers & Sun, 1997; Lapan, Gysbers & Petroski, in press). These studies are successful to the point that an international interest in the comprehensive counseling and guidance research has developed (Watkins, 1994; 2001).

To examine the comprehensive guidance research literature, the review is dissected into the four programmatic components of the comprehensive counseling and guidance program: (1) Guidance Curriculum, (2) Individual Planning, (3) Responsive Services and, (4) Systems Support.

Guidance Curriculum

Research reviewed illustrate that structured developmental guidance curriculum at the elementary and middle school levels promote knowledge about wellness, increased self-esteem, and strengthen peer relationships (Omizo, Omizo, and D'Andrea, 1992; Walsh-Bowers, 1992). More interesting, and perhaps salient, is research by Hadley (1988) and Lee (1993) findings that classroom guidance activities had a more positive influence on academic achievement than on measures of self-esteem (with follow-up studies finding this effect to be consistent). Further studies indicate that curriculum lessons focusing on study skills resulted in dramatic increases in students' standardized test scores, although the study was designed to promote self-efficacy, awareness of metacognitive skills and knowledge of learning styles (Carns and Carns, 1991). And perhaps most important for Iowa's schools is the finding by D'Andrea and Daniels (1995) showing that guidance curriculum focusing on multicultural acceptance was effective in promoting and strengthening social development with elementary students from diverse backgrounds.

High school guidance curriculum research largely focuses on an integration of guidance curriculum with core academic components of the students program of study. For example, merging career guidance unit with a language arts unit results in positive outcomes not only for the students but also for the counselors and English teachers working cooperatively to deliver the curriculum (Hughey, Lapan & Gysbers, 1993). Further, the unit outcomes from the research show that students attained goal competencies related to planning and developing careers (i.e., exploring possible careers, how to prepare for a career, post-graduate planning, etc.) Also, important gender differences related to career planning were discovered which provide valuable information for counselors planning career related activities. Last, the study concludes that all students' vocational identity increased as a result of the unit (Lapan, Gysbers & Hughey & Arni, 1993).

In the domain of personal behavior, a study by Schlossberg, Morris and Lieberman (2001) indicate that counselor-led, developmental guidance units presented in high-school classrooms have the potential to improve students' expressed behavior and general school attitudes, while addressing their developmental needs. And, other studies conclude that guidance curriculum lessons focusing on test preparation were very effective in promoting academic achievement and student self-efficacy, as well as enhancing the learning environment (Gerler, 1985; Gerler, Drew, & Mohr, 1990; Rathvon, 1991).

Individual Planning

Most investigations of individual planning activities focus on career development. The results indicate individual planning interventions can have a positive impact on the development of students' career plans. These range from enhancing vocational maturity with 9th graders (Drodge and Sumarah, 1990), to promoting math and science career awareness with middle school students while specifically examining the gender effects (Fouad, 1995), to researching the effectiveness of courses designed to enhance career decision making of high school students and their parents (Palmer & Cochran, 1988; Savickas, 1990; Kush & Cochran, 1993; Peterson, Long, & Billups, 1999). Others indicate success at increasing significantly the overall career maturity scores of special populations (minorities, gifted, learning disabled and at-risk students) to include diminishing gender stereotyping in occupation choices (Kerr and Ghrist-Phiebe, 1988; Dunn and Veltman, 1989; Hutchinson, Freeman, Downey, and Kilbreath, 1992; Hong, Whiston, and Milgram, 1993).

These reviews indicating the effectiveness of career intervention via the Individual Planning component of the comprehensive guidance program are consistent with other previous reviews (Oliver & Spokane, 1988, Spokane & Oliver, 1983; Swanson, 1995). Thus, not only can counselors working within the comprehensive program deliver these services with confidence, they can also be assured that providing them to all students, without exception, and their parent(s) will be successful.

Responsive Services

This programmatic component includes the majority of research completed to date on the comprehensive guidance program. This is due, in part, to the high degree of interest in activities that are remedial rather than preventative and developmental. The studies will be reviewed by the components within Responsive Services: Group counseling, Individual Counseling and Consultation.

***Group Counseling*:** These studies clearly indicate that small group social skill training is an effective intervention with students at all levels of development. For example, small group social skill training is effective with elementary and middle school children who have behavioral and discipline problems (Vernon, 1989; Verduyn, Lord, & Forrest, 1990; Brake & Gerler, 1994), with children with learning disabilities (Omizo & Omizo, 1988; Utay & Lampe, 1995) with behavioral and emotional difficulties related to gifted children (Ciechalski & Schmidt, 1995). Further, group counseling is successful in enhancing self-concept, self-efficacy, locus of control, and coping skills in children of divorce (Hammond, 1981; Cantrell, 1986; Gwynn & Brantley, 1987; Omizo & Omizo, 1987; Yaumen, 1991; Rose & Rose, 1992; Fischer, 1999) and for children of physical, emotional and sexual abuse (Vernon & Hay, 1988; Salmon, Proffitt, Hawkins & Pope, 1993; Morganett, 1994; James & Burch, 1999) as well as adopted children (Kizner & Kizner, 1999). And, group counseling is effective with high school students in learning effective stress reducing skills, instructing conflict resolution training (Haines, 1994; Johnson & Johnson; 1995, Johnson, Johnson Dudley & Acikgoz, 1996; Lindsay, 1998; Tobias & Myrick, 1999), aggression replacement training (Jahnke, 1998; Ungerleider, 1999; Leseho & Marshall, 1999), enhancing study skills (Morganett, 1990; Heldenbrand & Hixon, 1991), using structured group intervention for increasing social justice awareness, knowledge, and advocacy skills with upper elementary, middle school, or junior high aged students (Portman T. & Portman, G, 2000) and in AIDS education (et. al. Salmon, 1993). This review indicating the efficacy of group counseling as a preventative and remedial counseling strategy is far from exhaustive; however, it does reflect the success of using small, structured group counseling and guidance practices in the comprehensive program.

Individual Counseling: The literature is overflowing with the effectiveness of developmental and structured individual counseling and guidance with children at any developmental age level. Individual counseling and guidance is effective in both preventative and remediation aspects. For example, brief individual counseling sessions show positive results within a limited time frame across a range of student populations and concerns (Littrell, Malia, and Vanderwood, 1995; Littrell, Zinck, Nesselhuf & Yorke, 1997; Thompson & Littrell, 1998; Littrell & Cruz, 1998). Further, well conceived, developmentally based counseling is effective in promoting healthy development and in meditating developmental transitional concerns that are common to all ages of students (Vernon, 1993). Individual counseling and guidance intervention from any theoretical approach has a positive effect on preventing or premeditating student concerns on behavior problems (Smith, 1994; Thompson & Rudolph, 2000), suicide (Hazell & Lewin, 1993), divorce awareness (Hall & Kelly, 1992), health problems (Katz, Rubinstein, Hubert, & Blew, 1988; Cox, 1994) and irrational thinking processes (Vernon, 1996) among others.

In closing, the vast research literature concerning the efficacy of individual counseling and guidance in the school setting is much too extensive to traverse in this brief research base compiled for the Iowa Comprehensive Counseling and Guidance Program Development Guide (see Appendix for related websites).

Consultation and Referral: One of the most extensive works concerning the consultation and referral role of the counselor is found in a special issue on consultation in the February, 1992, edition of *Elementary School Guidance & Counseling* journal. The journal reviews the efficacy of the counselor role in outreach, advocacy work, consultation with teachers within the framework of prevention and intervention (Kurpius & Rozecki, 1992), as counselors and special educators consulting as a team (Idol & Baran, 1992), in ethical issues in consultation (Dougherty, 1992), and concerning consultation with teachers on student self-esteem (Braucht & Weime, 1992). Next, assessment of consultation skills indicates studies on how to train counselors for the consulting role (Deck, 1992; Dustin & Ehly, 1992) and on self-assessing the counselors aptitude for the role of consultant and referring agent (Campbell, 1992). Follow-up consultation research (Hall & pLinn, 1994) proposes a counseling program for elementary schools that integrates five consultation parameters: (1) consultation goal; (2) consulting relationship; (3) consultant role; (4) consultee role; and (5) consultant communication skill. The study defines the relation between parameters and five consultation stages, clarifying and amplifying the role of the counselor in school consultation.

Systems Support

Studies on the effectiveness of program delivery and management are primarily descriptive in nature. For example, most involve the counselor surveying students, teachers and parents to determine if students are adequately served by the comprehensive guidance program (Hughey, Gysbers & Starr, 1993). Results indicate that high school teachers are the least aware of the guidance curriculum activities but are knowledgeable in respect to the other services provided (i.e., individual counseling, group counseling, individual planning, etc.) This outcome appears salient since the level of direct class instruction in Guidance Curriculum diminishes as the developmental age of the student increases. However, and in contrast, parents were 80% aware of what the comprehensive guidance program offered with many in contact with the counselor during the high school years.

More interesting was Schmidt's (1995) study that examined two non-comprehensive guidance programs in separate school districts. The results indicate that without evidence or documentation of a defined counseling program, it was difficult for either schools system to clearly demonstrate the role of the counselor or the need for additional personnel. Also, there was a general consensus in the data that neither district understood what activities other than paperwork, clerical tasks and coordinating the testing program, counselors were conducting.

Last, all surveyed believed such tasks were the least important for the counselor to perform. This is consistent with Wiggins and Moody's (1987) findings that counselors who were rated as more effective were mostly involved in direct delivery of counseling services, whereas those rated as ineffective spent more time on clerical tasks.

The comprehensive counseling and guidance program initiative is increasing nationwide and strongly supported with recent studies. For example, Lapan, Gysbers, and Sun (1997) found that schools with more fully implemented programs had students' self reports indicating they had higher grades, their education was better preparing them for the future, their school provided up to date career and college information to them and the school had a more positive climate. Also, findings related to counselors' perceptions of comprehensive counseling and guidance provides empirical support for the prior viewpoint on non-guidance tasks (Yillik-Downer, 2000; Sink and Yillik-Downer, 2001). The authors indicate that counselors "...become more highly invested and take increased "ownership" of their CGCP [Comprehensive Guidance Counseling Program] as well as see the importance of this innovation" (p. 285). These findings underscore Napierkowski and Parsons' (1995), Henderson's (1999) and Sear's (1999) demands for better training practices and leadership roles for counselors by local and state education agencies, counseling education programs and practicing counselors' professional development while concurrently reducing non-guidance tasks and counselor-student ratios.

Summary

In closing, the research reviewed, albeit not exhaustive, clearly provides an empirical foundation justifying the planning, designing and implementation of the Iowa Comprehensive Counseling and Guidance Program initiative statewide. The program's organizational structure not only provides the means and a common language for ensuring guidance for all students, and counseling for the students that need it, it also provides a foundation for the accountable use of an every-broadening spectrum of resources.

Further, such a comprehensive structure does not limit the autonomy of local districts in planning and designing a counseling program. In fact, the comprehensive counseling and guidance framework is a means for matching counselors' talents with the needs of all students to help them achieve results desired by the local school-community partnership. And last, the program supports accountability through evaluation of student results; for program delivery, through evaluation in light of local, state and national established program standards; and for counselors' performance through assessment of their use of time and evaluation of their competence based on professional school counseling standards.

LEGAL REFERENCES IN IOWA CODE AND RULE THAT SUPPORT THE GOALS OF COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS

(Based on Iowa Code, Vol. II, 2001)

This annotated list provides a brief summary of existing Iowa legislation and rules governing schools that support and promote the goals of comprehensive guidance and counseling programs. The list is offered as a quick index for developing understanding and consensus regarding some of the legal aspects of "why" schools might direct significant energy into the development of personal, social, and emotional development concurrently with intellectual development. As well, the list provides potential possibilities for establishing and linking resources to support local activities. The list is not intended to be exhaustive of all legislation that may affect the management of education and support services within communities. However, it establishes a baseline for development and indicates information that must be taken into account to help assure success in addressing this school improvement initiative.

Curriculum, Program and Management References

256.11 Educational Standards

(1) If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, ... The prekindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. ...

(2) The kindergarten program shall include experiences designed to develop healthy emotional and social habits...

(3) The following areas shall be taught in grades one through six: ... social studies ... human growth and development. ...

(4) The following shall be taught in grades seven and eight: social studies, health ... human growth and development, family, ...

(5) The minimum program to be offered and taught for grades nine through 12 is: (j) One unit of health education, which shall include ... family life ... human growth and development ... emotional and social health... (h) a minimum of three sequential units in at least four of the following six vocational service areas: agriculture, business and office occupations, family and consumer sciences or home economics occupations, industrial technology or trade and industrial education ... Each sequential unit shall include instruction in topics established by the department of education that relate to the following: ... job seeking, job adaptability, and other employment, self-employment, and entrepreneurial skills that reflect current industry standards and labor market needs...

280.18 Student Achievement Goals: The board of directors of each school district shall adopt goals to improve student achievement and performance ... the board of directors of each school district shall adopt goals that will improve student achievement at each grade level in the skills listed in this section and ***other skills as deemed important by the board.***

280.12 Goals and Plans-Evaluation-Advisory Committee: The board of directors of public school district and the authorities in charge of each nonpublic school shall: a. Determine major educational needs and rank them in priority order. b. Develop long-range goals and plans to meet the needs. c. Establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of pupil performance. d. Evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of pupil performance and results of school improvement projects ... In meeting the requirements ... authorities ... shall appoint an advisory committee to make recommendations to the board or authorities. The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the community.

256.18 Character Education Policy-Pilot Program: ... each school is encouraged to instill the highest character and academic excellence in each student, in close cooperation with the student's parents, and with input from the community and educators.

Schools should make every effort, formally and informally, to stress character qualities that will maintain a safe and orderly learning environment, and that will ultimately equip students to be model citizens. These qualities include but are not limited to honesty; responsibility; respect and care for the person and property of others; self-discipline; understanding of, respect for, and obedience to law and citizenship; courage, initiative, commitment; and perseverance; kindness, compassion, service and loyalty; fairness, moderation, and patience; and the dignity and necessity of hard work.

The department of education shall establish a character education pilot program to evaluate methods for incorporating positive character qualities into all levels of the existing educational program. Schools involved may use phase III funds in the establishment of the program.

The department of education shall assist schools in accessing financial and curricular resources to implement programs stressing these character qualities. Schools are encouraged to use their existing resources to implement programs stressing these qualities.

279.50 Human Growth and Development Instruction: Each school board shall provide instruction in kindergarten which gives attention to experiences relating to life skills and human growth and development as required in section 256.11.

Each school board shall provide instruction in human growth and development including instruction regarding ... self-esteem, stress management, interpersonal relationships, ...

279.50 (2) Each area education agency shall periodically offer a staff development program for teachers who provide instruction in human growth and development.

282.18 Open Enrollment: It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices....

For the school year commencing July 1, 1989, and each succeeding school year, a parent or guardian residing in the school district may enroll the parent's or guardian's child in a public school in another school district in the manner provided in this section.

256A.4 Family Support Programs: The board of directors of each school district may develop and offer a program which provides outreach and incentives for the voluntary participation of expectant parents and parents of children in the period of life from birth to five, who reside within the district boundaries, in educational family support experiences designed to assist parents in learning about the physical, mental, and emotional development of their children.

256.10 (9B) Comprehensive School Guidance: *Each school or school district shall provide an articulated sequential guidance program for grades kindergarten through 12.* This legislation was mistakenly removed from Iowa Code. (256.11A which allows a waiver process for comprehensive guidance still exists in Iowa Code. Consequently comprehensive guidance services will be addressed in future legislation. The expectation is that schools will follow previous legislation as identified in 256.10 (9B).)*

280.9 Career Education: The board of directors of each public school district ... shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work oriented society ...

Essential elements of career education shall include ... awareness of self in relation to others and the needs of society ... experience which will help students to integrate work values and work skills into their lives.

256.38 (2) School-to-Work Transition System: The departments of education, workforce development, and economic development shall develop a statewide school-to-work transition system in consultation with local school districts, community colleges, and labor, business, and industry interests. The system shall be designed to attain the following objectives: ... a. Motivate youth to stay in school and become productive citizens ... d. Ready students for work in order to improve their prospects for immediate employment after leaving school through career pathways that provide significant opportunity to continued education and career development.

276.8 Iowa Community Education Act-Duties of the District-wide Advisory Council: (3) Promote meaningful involvement of total community in the identifying, prioritizing, and resolving of school-community concerns

276.2 Iowa Community Education Act-Purpose: ...in cooperation with other community organizations and groups, it is the purpose of the community education Act to mobilize community resources to solve identified community concerns ... to provide a wide range of opportunities for socioeconomic, ethnic, and age groups ... to develop a sense of community in which the citizenry cooperates with the school and community agencies and groups to resolve their school and community concerns...

300.1-Boards of directors of school districts may establish and maintain for children and adults public recreation places and playgrounds ... and may provide for the supervision and instructional and recreational activities...

256B.2 Special Education: (1) Definition-policies-funds: Children Requiring Special Education means persons ... who have a disability to obtaining an education because of ... behavioral disorder ... mental ... disability. (2) Special education means classroom, home, hospital, institutional, and other instruction designed to meet the needs of children requiring special education.

Financial, Staff, and Material Resources References

257.31 (5) (G) Duties of the School Budget Review Committee: If a district has unusual circumstances, creating an unusual need for additional funds, including but not limited to the following circumstances, the committee may grant supplemental aid to the district ... e.g. unusual need for a new course or program which will provide substantial benefit to pupils, if the district establishes need and the amount of necessary increased cost.

294A.14 Educational Excellence Program-Phase III-Payments: (2) ... For the purpose of this section, a supplemental pay plan in a school district shall provide for the payment of additional salary to teachers who participate in either additional instructional work assignments or specialized training during the regular school day or during an extended school day, week, or school year. A supplemental pay plan in an area education agency shall provide for the payment of additional salary to teachers who participate in either additional work assignments or improvement of instruction activities with school districts during the regular school day or during an extended school day, school week, or school year.

257.38-41 Programs for Returning Dropouts and Dropout Prevention: Boards of school districts, individually or jointly with boards of other school districts, requesting to use additional allowable growth for programs for returning dropouts and dropout prevention, shall annually submit **comprehensive program plans** for the programs and budget costs ... Chapter 61 Iowa School Rules for School, Programs and Support Services for Dropouts and Dropout Prevention-61.5 (2) **Identifying objectives and expected student outcomes** ... each school district must include objectives for providing ... b. Personal and social development...

256A.2 Child Development Coordinating Council Established/256A.3 Establish minimum guidelines for comprehensive early child devel-

opment services for at-risk three-year and four-year-old children: The guidelines shall reflect **current research** findings on the necessary components for cost-effective child development services ... 256A.3(5) ... in awarding grants to an agency or individual, the council shall consider the following: (e) ... and the physical, mental, and emotional development of children, and experiential education.

273.7 Additional Services: If 60 percent of the number of local school districts in an area education agency, or if local school boards representing sixty percent of the enrollment in the school districts located in the agency, request in writing to the area education agency board that an additional service be provided them ... the area education agency shall arrange for the services to be provided to all the school districts in the area within the financial capabilities of the area education agency.

300.2 Tax Levy: The board of directors of a school district may........provides a 13 and one-half cent levy per 1,000 dollars assessed valuation in a school district to fund public educational and recreational activities authorized under this chapter.

Teacher Education References

272.25 Rules for Teacher Education Programs: (3) A requirement that the program includes instruction in skills and strategies to be used in classroom management of individuals, and of small and large groups, under varying conditions; skills for communicating and working constructively with pupils, teachers, administrators, and parents.

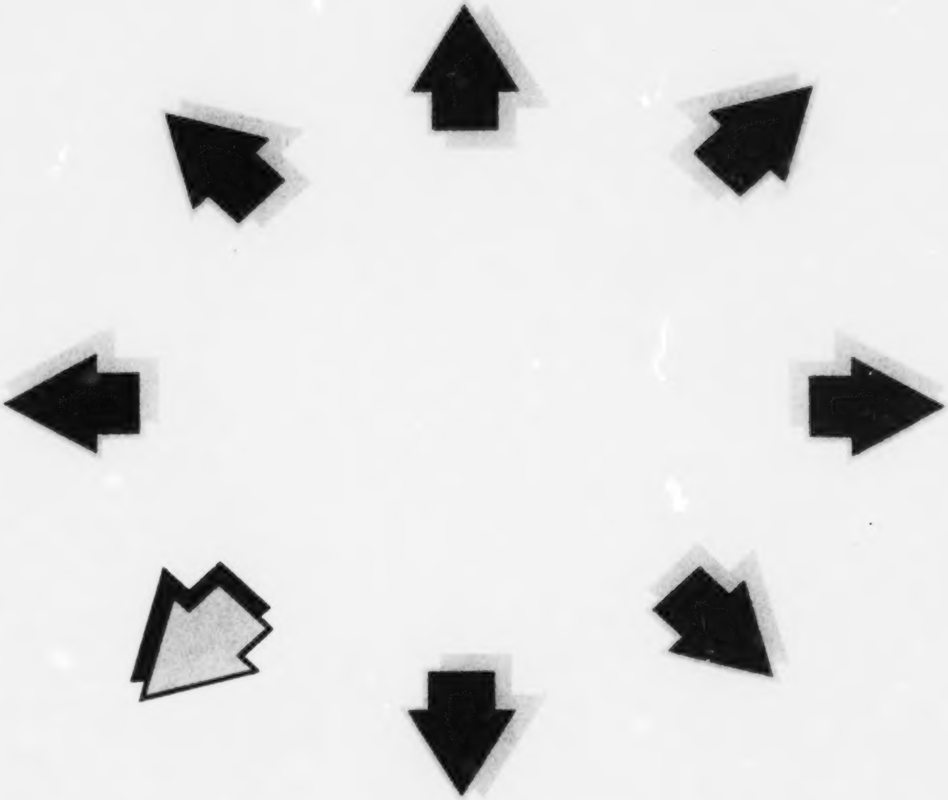
State Board of Education: Social Effects of Technology Reference

Chapter 256.7 (9) Duties of the State Board: Develop evaluation procedures that will measure the effects of instruction by means of telecommunications on student achievement, **socialization,** intellectual growth, **motivation,** and other related factors deemed relevant by the state board, for the development of an educational data base.

◆

Success is never final and failure is never fatal. It's courage that counts.

◆



Connecting the Iowa Initiatives

COMPREHENSIVE SCHOOL IMPROVEMENT AND THE COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

The schools in the state of Iowa are involved in a continuous improvement process working with their communities to set rigorous academic and personal standards to ensure that all students achieve at the highest levels possible and become productive, contributing members of society. Continuous improvement is not "about studying for studying's sake, raising test scores, acquiring more information, or completing a mandated set of courses. The goal is the mature, strong, and well-informed individual person who has the wisdom and the strength of character to make hard choices, to think critically about his/her own life and society, and to take necessary risks to achieve important goals."[1]

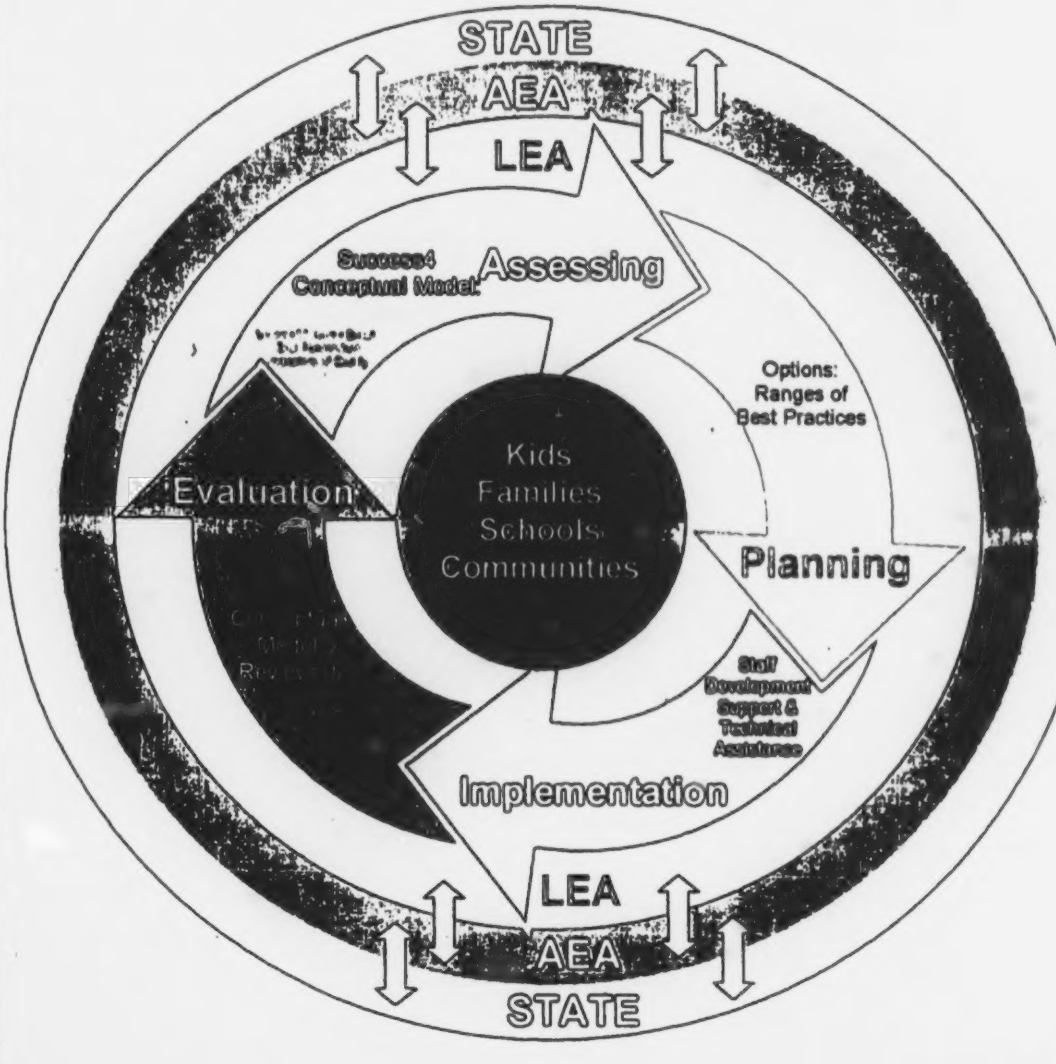
This continuous school improvement process is an approach that is systemic, research-based, has a record of effectiveness, and seeks to change the entire school – not just a particular content area or special program. In other words, the intent is to make fundamental changes to teaching and learning rather than tweaking the existing system. And while the focus is on preparing students academically, the behaviors and attitudes that either enhance or impede the ability of the student to learn have to be addressed in order to reach the goal of all students learning at the highest possible level.

The characteristics of a comprehensive school improvement model as described by Bryan Hassel, PhD. for the North Central Regional Educational Laboratory (NCREL) are:

- **Comprehensive design with aligned components:** The results of this design is to enable all students to successfully handle challenging content and performance. In order to align all components, the entire system from curriculum, instruction, assessment to governance and management issues to parent and community involvement must be addressed in order to reach this goal.
- **Support within the school:** All stakeholders within the school system must support the school improvement efforts and are committed to its implementation.
- **Measurable goals and benchmarks:** Measurable goals for student performance and benchmarks for meeting these goals.
- **Effective, research-based methods and strategies:** Strategies and methods employed for student learning, instruction, and school management based on effective practices and reliable research are utilized throughout the system.
- **Professional development:** The provision of high-quality and continuous teacher and professional development for all school staff is necessary for effective systematic change to occur.
- **External technical support and assistance:** The system uses external support and assistance from an organization outside of itself with experience and expertise in system-wide improvement practices.
- **Parental and community involvement:** Meaningful parental and community involvement is necessary for the fundamental change in schooling to occur.
- **Coordination of resources:** All resources are aligned and used to support the school improvement effort.
- **Evaluation strategies:** An integral component is a plan for evaluating the impact of the school improvement efforts on student learning.[2]

Since the ultimate goal of engaging in school improvement is the increase in student achievement, data must be collected, and initiatives or strategies employed to ensure that every student is able to achieve at their highest possible level. The school counselor has an integral part in this school improvement process.

In Iowa, the school improvement process can be visualized using the schematic offered by the Success4 Initiative sponsored by the Iowa Department of Education. Of necessity, this model must be circular, as the process is one that is never ending.


STATE
AEA
LEA
Success4
Conceptual Model:
Assessing
Options:
Ranges of
Best Practices
Kids
Families
Schools
Communities
Evaluation
Planning
Staff
Development
Support &
Technical
Assistance
Implementation
LEA
AEA
STATE

Within the Iowa Comprehensive Counseling and Guidance Program Development Guide are imbedded the characteristics of school improvement discussed earlier. The first characteristic of school improvement was alignment. The comprehensive counseling and guidance program outlined in this tool kit must align with the school improvement efforts of the school and district of which it is a part. In the same way, the alignment of the counseling program with other initiatives such as Success4, at-risk programs, services for homeless students, the talented and gifted program, school-to-work activities, special education services, and inclusive school initiatives is essential. Working together, the educational community can focus their energies on all students being successful.

The counseling program cannot be viewed as an entity unto itself but in the context of the school improvement planning and implementation. For instance, when deciding which standards and benchmarks are most appropriate for the program, the decision should be made in context of the school improvement goals set for the district or school. When evaluating the program, the question to be answered is, "How did the counseling and guidance program contribute to student success?" In other words, what difference did the students' involvement in the counseling program and activities make in their ability to be successful in school?

A discussion of the four components of the comprehensive counseling and guidance program outlined in the overview illustrates how the alignment might occur between the counseling program and the comprehensive school improvement plan.

Guidance Curriculum: *Provides guidance content in a systematic way for the purpose of skill development and application of skills learned.*

As the curriculum is developed for the appropriate age level, consideration needs to be given to the data that has been collected indicating the gaps in skills at the various grade levels. What academic development strategies need to be employed in order to meet our school improvement goals? The counselor collaborates with the staff to research and implement strategies based upon the research and best practices to enable students to successfully learn. The same is true of personal and social development strategies and for career development. The choice of the content of the guidance curriculum is a result of the evaluation of needs and research as to what methods or strategies support best practices. The guidance curriculum is developed in response to and in concert with the needs identified through the larger school improvement process.

Individual Planning: *Assists students in planning monitoring, and managing their educational, personal/social, and career development goals.*

The strategies involved in this aspect of the counseling program align with the school improvement goals by utilizing those strategies that encourage and motivate the student to succeed. For instance, the school counselor can provide leadership in assisting the system to respond to the transition needs of students. This transition may be from elementary to middle to high school or it may be from a program such as special education to the "regular" classroom. It may be from high school to work or to post-secondary education. In any event, these transitions are times of stress for students and can affect the ability of the student to learn. The counselor has the ability to provide data (hard data as well as anecdotal) to identify the problems and provide leadership in developing strategies for the system in order to mitigate the negatives of the transition period.

Responsive Services: *Address the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed.*

As the counselor responds to the immediate needs of individual students, it is important to collect data on the types of interventions accessed. From the data, a pattern may become apparent which identifies areas within the system that are obstacles to success for numerous students. Rather than continuing to address the problems individually, the counselor would identify the problem supported by the data collected and then identify preventative strategies supported by the research and methods. Such strategies would include professional development for teachers, administrators, and other pertinent staff as well as an evaluation system to ascertain whether or not the strategy was making a difference.

In addition, the building of relationships between the school, the community, and the parents can be enhanced by the skills the counselor brings to the table. Facilitating groups on subjects that may be difficult for an administrator can be handled by the school counselor who has acquired this skill through the counselor training program.

System Support: *Includes program, staff, and school support activities and services.*

In support of the system, the counselor is also supporting students. However, this is not to say that all support to the system is as productive as others. Using the lens of continuous improvement, the types of support that would align the counseling program with the system might include:

- Parent education on strategies that assist their students achieve at the highest possible level;
- Building relationships between parents and the school. Provide support to the instructional staff to assist them in building these relationships.
- Provide leadership in providing meaningful ways that parents and the larger community can relate to the school and the learning process.
- Provide the expertise in researching and choosing appropriate assessments of student learning or other student characteristics necessary to continually improve the learning experience for students.
- Provide expertise in standardized testing including the meaningful interpretation of the scores for administrators, teachers, parents, students and the community.
- Provide the connection between guidance components and life success.

The comprehensive program addresses academic development, career development and personal/social development through the four components of guidance curriculum, individual planning, responsive services, and systems support. The program allows the counselor to address learning and cognition with students. By providing assessment of individual learning style, use of time, learning/study habits, attitudes and decision-making skills, counselors assist students identify and rectify areas needing improvement. By teaching students how to manage their learning, the counselor enhances the school's ability to maximize the teaching/learning process.

Through the career-life planning portions of the comprehensive program, students are motivated to undertake difficult tasks because they see the relevance for their learning. What may seem as disparate educational activities and experiences become clear as they see how they actually contribute to their achieving a significant desired life goal.

As you use this toolkit, keep in mind the alignment of the comprehensive counseling and guidance program with the school improvement process. As the action plan for change is implemented so that the school embraces a student-centered, developmental approach to the comprehensive counseling and guidance program, keep these questions in mind:

1. Is the program aligned with the school improvement goals and plans in the Comprehensive School Improvement Plan?
2. Does my role as counselor contribute to all children achieving at the highest level possible?
3. What research-based methods and strategies is the counseling staff using in the comprehensive counseling and guidance program?
4. What research and data can the counseling staff contribute to assist our students so that they achieve at the highest levels possible?

5. What skills can the counseling program bring to meet the professional development of the staff?

6. How can the comprehensive counseling and guidance program align with other initiatives in the school or district to assist all children be successful and become productive and contributing citizens?

[1] Waltz, Garry R., Counseling and Educational Excellence: A Response to *A Nation At Risk*, **In Brief**, ERIC Counseling and Personnel Services Clearinghouse, The University of Michigan, Ann Arbor, Michigan, 1984.

[2] Hassel, Bryan, Making Good Choices, North Central Regional Educational Lab (NCREL), Napeville, Illinois, 1998.

> *"One's philosophy is not best expressed in words; it is expressed in the choices one makes . . .*
>
> *In the long run, we shape our lives and we shape ourselves.*
>
> *The process never ends until we die.*
>
> *And the choices we make are ultimately our responsibility."*
>
> -- Eleanor Roosevelt

The Process of Change

MANAGING COMPLEX CHANGE

During the development and implementation of complex change, it's helpful for leadership and participants to be aware of the dynamics of the change process. Designing and implementing a comprehensive counseling and guidance program is a long-term process – five to eight years – that demands dedication, organization, and perseverance. *Developing and Managing Your Comprehensive Guidance Program* by Norm Gysbers and Patricia Henderson is an excellent source of information on this process.

The following matrix illustrates the change process and its necessary components (vision, skills, incentives, resources, and action plans). It identifies the result when any one of the necessary components is missing. It applies to individuals, small groups, large groups, and total systems that endeavor to incorporate complex change. Depending upon the missing ingredient, the result may be confusion, anxiety, frustration, false starts, or change that moves so slowly the process bogs down and struggles for survival. When all elements are in place, complex change occurs.

Editor's Note: For additional information on educational change, see *Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice*, by William Purkey and John Novak.

One teacher can shape a student.

One student can shape the world.

MANAGING COMPLEX CHANGE

Vision	Skills	Incentives	Resources	Action Plan	=	**CHANGE**
	Skills	Incentives	Resources	Action Plan	=	**CONFUSION**
Vision		Incentives	Resources	Action Plan	=	**ANXIETY**
Vision	Skills		Resources	Action Plan	=	**GRADUAL CHANGE**
Vision	Skills	Incentives		Action Plan	=	**FRUSTRATION**
Vision	Skills	Incentives	Resources		=	**FALSE START**

EES and Partners; FRAMEWORKS Phase II Mathematics; Version 1.0; Activity Guide C-3: Complex Change

Figure 4

ACTION PLAN FOR CHANGE

Developing a Comprehensive Counseling and Guidance Program

The Research and Development Center for Teacher Education at the University of Texas at Austin studied the process of change for more than a decade. Out of this research came a number of certified assumptions about change.

- Change is a process, not an event.
- Change is accomplished by individuals first, then institutions.
- Change is a highly personal experience.
- Change involves developmental growth in feelings and skills.
- Change is best understood in operational terms.
- The focus of facilitating change should be on the individual first, innovation second, and context third.

Change is a slow process and experience and research show that a small, in-house innovation can take two years to implement. A system-wide and even a building level change can take at least three to five years or more depending upon the complexity of the change. With this in mind, it is wise to set timelines for change in realistic, achievable time frames that allow counselors to continue providing current services while implementing change.

Once the decision is made to move toward a comprehensive school counseling program, counselors need to determine what parts of their present program meet the working definition of a comprehensive school counseling program and what elements of the program are missing that need to be developed. They must also embrace the concept of student development in the three content areas of academic, career, and personal/social development as the basis of the school counseling program and make a commitment to action. The action plan for change can be divided into four phases, laying the groundwork for change, deciding to move toward a comprehensive school counseling program, developing the program components and implementing and evaluating the program.

Phase I – Laying the Groundwork for Change

Each school district should develop a plan for change that meets the particular needs of its students and the needs of the community. As preparation for change, the guidance supervisor and school counselors should assume a leadership role in assessing their current programs and in determining what needs to be accomplished for program development and change.

What is the Present School Counseling Program About?

- What type of school counseling program is currently in place? Services model? Duties model?
- Are there a program philosophy, mission statement, program rationale, goals, and student competencies?
- Does the school counseling program description read like a counselor job description?
- Are there activities in place by grade level that are systematically delivered to all students?
- Is there a written monthly/yearly calendar for delivering the activities?
- Is there a job description?
- Is there a program delivery system?

- What parts of the present program are reactive services versus a proactive program?

- Do members of the school counseling staff agree on what the school counseling program is about? Is there consistency among the counselors in the delivery of the program to students?

- Are there parts of the school counseling program that could be more effectively or efficiently delivered in classroom sized groups?

- Is there a written plan in place for the periodic assessment of student needs?

- Is there a written plan in place for the evaluation of student, parent, and staff perceptions of the program and what it should offer?

- What resources are in place for implementing the program?

How Do Others Perceive the School Counseling Program?

- What are the outcomes of the current program?

- Who does the school counseling program serve?

- How do student, teachers, administrators, and parents perceive the program?

What Needs to be Done to Develop/Implement a Comprehensive School Counseling Program?

- Make a list of all the comprehensive program elements that are in place. Do they fit the definition of a comprehensive school counseling program? It is advisable to include the counselor's role (see Section 5, Counselor Role).

- Make a list of program elements that are not in place and that need to be addressed in order to develop a comprehensive program.

- Break down the elements that need to be addressed into specific tasks in order to make the change process more manageable.

- Determine an approach for gathering perceptions of the school counseling program. Surveys? Interviews? Focus groups?

- Establish a timeline for the completion of tasks.

Responses to these questions should result in a written description of the school counseling program currently in place and tasks that need to be accomplished in order to provide a new paradigm for the school counseling program. The type of data obtained from a self-study conducted by the school counseling department is essential to moving the process of change forward.

Phase II – Moving Toward a Comprehensive School Counseling Program

It is important to show movement toward a comprehensive school counseling program rather than to react to an edict that establishes one within a few days. The question of a need for change needs to be addressed. Counselors must embrace the concept of student development as the foundation of the school counseling program and make a commitment to action.

Building Awareness and Support for Change

- Conceptualize the comprehensive school counseling program for the district.

- Develop strategies for organizing committees and involving stakeholders (students, parents, teachers, administrators, Board of Education members, and business and community members) in the program development and implementation process.

- Based on the results of the self-study, build awareness and support for change among staff, administrators, and parents.

    - Explain concepts of a comprehensive school counseling program.

    - Explain benefits to administrators, staff, and parents.
    - Inform curriculum specialists and solicit support and expertise in the development of the guidance curriculum component of a comprehensive school counseling program.
- Schedule visits to area schools that have implemented comprehensive school counseling programs.
- Organize a Steering Committee to focus on what needs to be done. Include no more than ten representatives from staff, administrators, parents, members of the Board of Education, and business and community members.
    - Break down activities to be addressed by the committee into manageable tasks. Data obtained from the self-study conducted by the members of the guidance department should provide direction on issues to be addressed by the committee.
    - Determine who is responsible for each task.
    - Develop a time line for task completion.

Gather Information and Data About the School Counseling Program

- Develop a Needs Assessment Instrument to be administered to a sample population of students, teachers, administrators, and parents. This task requires time to develop and administer surveys and collate results, but it is necessary in order to establish direction for the district program. The assessment helps to identify what the community, educational staff, parents, and students need and value from the school counseling program. (See Section 7 for assessment samples.)
- Counselors should complete a Time and Task Analysis over a three-/four-month period. This is an important aspect of data collection because it provides documentation on how much time counselors spend on school counseling related tasks as well as the time devoted to non-guidance tasks. (See Appendix for Sample Time Task Analysis Form.)

Establish an Advisory Committee

- Obtain board and administrative approval.
- Organize an advisory committee of no more than eight members to help support the program.
- Approximately two to three meetings should be held during the year. The members are in an advisory role and not that of policymakers.
- Establish limits and degree of participation.
- Call a meeting when you have something to share, such as the following:
    - Reviewing drafts of philosophy, mission, goals, student competencies, and need assessment instrument.
    - Sharing results of needs assessment.
    - Explaining the completed work on program components.
    - Reviewing the implementation calendar for the guidance curriculum and individual planning program components.

Keep Staff and Administrators Informed of Progress

- Establish a timeline and identify strategies for providing updates on progress.

Phase III -- Developing Program Components

It is advisable to begin work on the program components by first addressing the development of the school counseling curriculum using the results of the needs assessment. The results of the assessment should be grouped under the three content areas of academic, career, and personal/social. Finally, determining the percentage of time to be spent on each component is critical to successfully implementing all four components.

School Counseling Curriculum Component

- Based on the results (defined student competencies) of the needs assessment which have been grouped under the content areas of academic, career, and personal/social, determine appropriate topics to achieve the competencies, grades K-12.
- Develop a scope and sequence grid of topics to be introduced at one level and reintroduced at a higher grade level at the various stages of the total guidance program, K-12.
- Categorize the topics under the three content areas to assure a balance in the guidance curriculum offerings.
- Develop a lesson plan that will serve as the format for all lessons. It is important that the lesson format be consistent at each grade level and from one grade level to the next.
- Topics and student competencies should be developmental in nature and expectation.
- Transfer the competencies to a list delineating grade and content area to develop a means of maintaining balance among the three content areas.

Individual Planning Component

- Assess what is currently being done to provide individual planning sessions to all students, grades five through community college.
- Identify the focus of individual planning sessions by grade level.
- Provide planning sessions to all students on an annual basis.
- Identify career planning competencies for each grade level.
- Determine appropriate student competencies and counselor activities for grade level sessions.
- Decide on a written format for the individual planning component that defines student competencies and counselor activities.
- Develop a time frame for the delivery of individual planning sessions by grade level. These sessions should be conducted on an individual basis. If this is not possible, small group sessions should be provided for student planning.

Responsive Services Component

- Put in writing the current responsive services provided to the student population at the elementary, middle, and high school.
- Assess the need for the addition of appropriate school counselor activities.
- Identify target populations that could best be served through small group intervention.

Systems Support Component

- Put in writing the current systems support activities provided by the school counselors.
- Are there appropriate counselor activities that need to be added to this component?
- Are there activities being assumed/assigned to the counselors that are inappropriate to their role?

If a high percentage of the counselor's time is being spent on inappropriate or non-guidance tasks, there should be discussions with the administration and the supervisor of school counseling that focus on ways to reduce these tasks to a minimum.

Phase IV – Implementing and Evaluating the Program

In order to implement a comprehensive school counseling program, there must be collaboration and cooperation among building level staff as well as supervisory personnel.

Clarify the Roles of Key Staff Members (See Figure 5)

- Counselors endorse the comprehensive school counseling program concept and manage the development and implementation of the program.
- Supervisor of School Counseling works with other department supervisors and administrators to develop plans for accessing students.
- Building administrator endorses concept, provides resources, supports, and assists counselors with accessing students in the classroom.
- Teachers endorse concept and accept counselors into the classroom.
- Board of Education and Superintendent endorse concept and provide resources and support.

Approval of the Program

- Submit the program to appropriate supervisor, administrators, and the Board of Education for approval.

Review Capacity for Future Change

- Build evaluation criteria into all activities and begin to develop base data for present and future program assessment and change.

Figure 5

PHASE IV: IMPLEMENTING THE PROGRAM

K-12 KEY ROLES

BOARD OF EDUCATION
- Endorses the Comprehensive Counseling/Guidance Program
- Provide Resources and Support

↕

SUPERINTENDENT
- Endorses the Comprehensive Counseling/Guidance Program
- Serves as a Communication Link to Board and Administration

↕

BUILDING ADMINISTRATOR(S)
- Endorses the Comprehensive Counseling/Guidance Program
- Has a Clear Vision of Counselor Role
- Provides Resources and Support
- Assists in Establishing Counselor/Teacher Teams and Follow-up to Guidance Skill Experiences
- Provides Ongoing and Annual Feedback

↕

SUPERVISOR OF COUNSELING/GUIDANCE PROGRAM
- Cooperates and Collaborates with All Key Players
- Serves as a Key Communication Link
- Provides a Leadership Role in Development, Implementation, Management, and Evaluation of the Comprehensive Program

↕

COUNSELING/GUIDANCE STAFF
- Endorses the Comprehensive Counseling/Guidance Program
- Collaborate in the Development, Implementation, and Evaluation of the Comprehensive Counseling/Guidance Program

↕

TEACHER
- Endorses the Comprehensive Counseling/Guidance Program
- Accepts the Counselor into the Classroom
- Assists the Counselor in the Delivery and Evaluation of the Program
- Participates in a Counselor/Teacher Team

↕

STUDENT
- Has Access to All of the Components of a Comprehensive Counseling/Guidance Program
- Provide(s) Feedback to Counselor, Faculty, and Administration
- Participate(s) in the Evaluation of the Comprehensive Counseling/Guidance Program (Ongoing and Annual)

Figure 6

PHASE IV: IMPLEMENTING THE PROGRAM

COMMUNITY COLLEGE KEY ROLES

BOARD OF DIRECTORS

- Endorses the Comprehensive Counseling/Guidance Program
- Provide Resources and Support

↕

PRESIDENT

- Endorses the Comprehensive Counseling/Guidance Program
- Serves as a Communication Link to Board and Administration

↕

VICE PRESIDENT FOR STUDENT SERVICES

- Endorses the Comprehensive Counseling/Guidance Program
- Has a Clear Vision of Counselor Role
- Provides Resources and Support
- Assists in Establishing Counselor/Faculty Teams and Follow-up to Guidance Skill Experiences
- Provides Ongoing and Annual Feedback

↕

SUPERVISOR OF COUNSELING/GUIDANCE PROGRAM

- Cooperates and Collaborates with All Key Players
- Serves as a Key Communication Link
- Provides a Leadership Role in Development, Implementation, Management, and Evaluation of the Comprehensive Program

↕

COUNSELING/GUIDANCE STAFF

- Endorses the Comprehensive Counseling/Guidance Program
- Collaborate in the Development, Implementation, and Evaluation of the Comprehensive Counseling/Guidance Program

↕

FACULTY

- Endorses the Comprehensive Counseling/Guidance Program
- Accepts the Counselor into the Classroom
- Assists the Counselor in the Delivery and Evaluation of the Program
- Participates in a Counselor/Teacher Team

↕

STUDENT

- Has Access to All of the Components of a Comprehensive Counseling/Guidance Program
- Provide(s) Feedback to Counselor, Faculty, and Administration
- Participate(s) in the Evaluation of the Comprehensive Counseling/Guidance Program (Ongoing and Annual)

ORGANIZING A COMPREHENSIVE CAREER GUIDANCE PROGRAM THAT ADDRESSES SCHOOL-TO-SCHOOL AND SCHOOL-TO-EMPLOYMENT OPTIONS IN THE CURRICULUM

By: Roger Lambert and Judith M. Ettinger
Center On Education and Work
University of Wisconsin-Madison

Understanding

1. Understand the need for a comprehensive Developmental Guidance and Career Development Program.
   - Understand how a developmental guidance program and the career development component in that program contribute to the education of all students in a K-12 school system.
   - Comprehend why change is taking place in society and in schools.
   - Learn about employment trends and projections.
   - Learn about new opportunities that prepare students for school-to-school and school-to-employment transitions (e.g., tech prep, youth apprenticeships, applied academics, SCANS, student assessments, career academics, job shadowing, work experiences).
   - Learn how a comprehensive career development program strengthens school-to-school and school-to-employment initiatives.
   - Understand that the development of an effective career plan for every student is the ultimate goal of a comprehensive career development program.

Planning

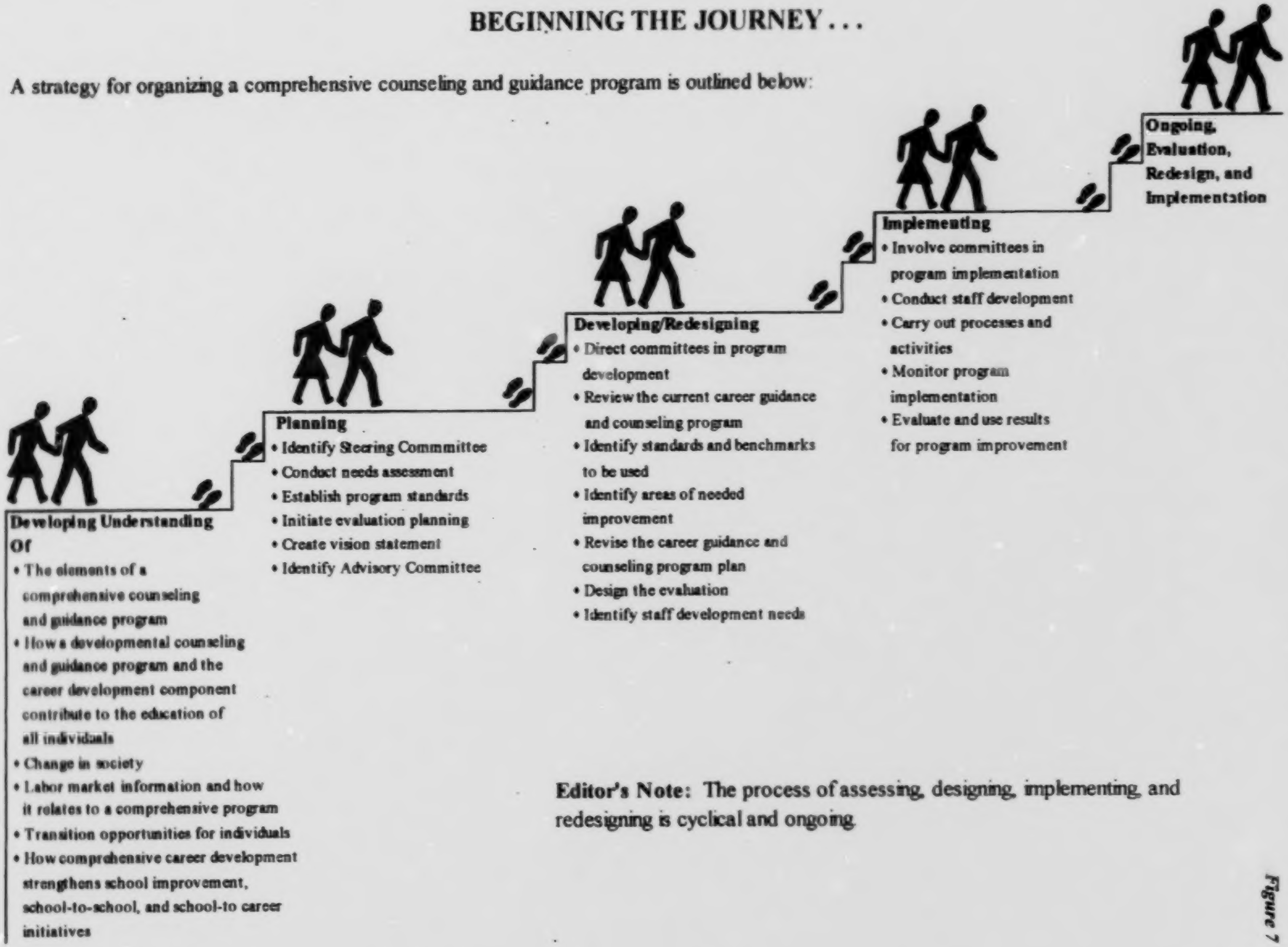
2. Plan the career development program content and instructional competencies.
   - Identify the coordinator and staffing of the career guidance program.
   - Identify the stakeholders.
   - Write a mission statement.
   - Assess the current status and unmet needs of the K-12 and post-secondary career development program within the framework of a developmental guidance model.
   - Review comprehensive career development models.
   - Identify broad goals and outcomes.
   - Identify barriers to implementation as well as strengths.
   - Strategize how to get over, around, or through those barriers to reach goals.
   - Determine what needs to be done, for example, establish standards and evaluation methods, improve access to state career information resources and form partnerships.
   - Form Committees:
     Steering committee (internal including counselors, principal, teachers, students, school-to-work coordinator, curriculum coordinator, and a representative from the special needs area).
     Advisory committee (external including parents, employers, school board members, community organizations, politicians, technical college staff)
     Subcommittees that include both internal and external members (e.g., needs assessment, program design, and evaluation)
   - Identify specific program content and instructional competencies.
   - Learn how other districts have developed essential partnerships with counselors, teachers, parents, business/industry, post-secondary institutions, and district administrators and coordinators.
   - Identify career development resources and information needed to deliver the program content and instructional competencies.
   - Determine how to accomplish the goals and establish a timetable for achieving goals.
   - Identify who can help, solicit management endorsement, enlist cooperation of teachers, parents, and business, and promote formal partnerships with teachers, parents, business, and the community.

Planning (Continued)	• Determine the best way to provide the whole team with the training needed to effectively develop and implement the plan (e.g., is there another district or site to visit in order to envision the list of possibilities?). • Estimate costs for staff, resources, curriculum materials, career resources, and training. • Exchange ideas and gather curriculum descriptions and career maps from the curriculum committees who are developing school-to-school and school-to-employment curricula. • Plan checkpoints. • Establish criteria to determine if the program works.
Developing	3. Design a comprehensive career development program within the framework of a Developmental Guidance Model. • Design a career development program and implementation schedule that includes the curriculum resources and the capacity to enable all students to develop a career plan. • Integrate career development activities into the pre-kindergarten through grade 12 curriculum by developing program content including staff allocations, time commitment, curriculum materials, resources, student activities, parental involvement, and business and industry participation. • Provide a systematic career planning process for all students which utilizes career planning tools and portfolios. • Provide access to state career information system resources for students, teachers, parents, and the community. • Design promotional materials that provide students, parents, and the community with an easily understood outline of the new school-to-school and school-to-employment options. • Establish partnerships with teachers, parents, businesses, and community organizations through written agreements and the establishment of regular contact times to review agreements and activities.
Implementing	4. Coordinate the district-wide implementation of all components of the comprehensive career development program for all students. • Use committees and subcommittees to publicize the new program to parents, teachers, students, and the community through printed materials, videos, and/or public information hearings. • Conduct staff development and training. • Carry out program activities. • Ensure availability and access to a wide array of resources including print media, computers, and human resources in support of the career development program. • Monitor program implementation through checkpoints and evaluation components planned into the system. • Monitor the program budget. • Evaluate program by monitoring students' achievement of goals. • Revise program to address deficiencies or problems.

Editor's Note: In a comprehensive program, career guidance is a key element.

BEGINNING THE JOURNEY . . .

A strategy for organizing a comprehensive counseling and guidance program is outlined below:



Developing Understanding Of

- The elements of a comprehensive counseling and guidance program
- How a developmental counseling and guidance program and the career development component contribute to the education of all individuals
- Change in society
- Labor market information and how it relates to a comprehensive program
- Transition opportunities for individuals
- How comprehensive career development strengthens school improvement, school-to-school, and school-to career initiatives

Planning

- Identify Steering Commmittee
- Conduct needs assessment
- Establish program standards
- Initiate evaluation planning
- Create vision statement
- Identify Advisory Committee

Developing/Redesigning

- Direct committees in program development
- Review the current career guidance and counseling program
- Identify standards and benchmarks to be used
- Identify areas of needed improvement
- Revise the career guidance and counseling program plan
- Design the evaluation
- Identify staff development needs

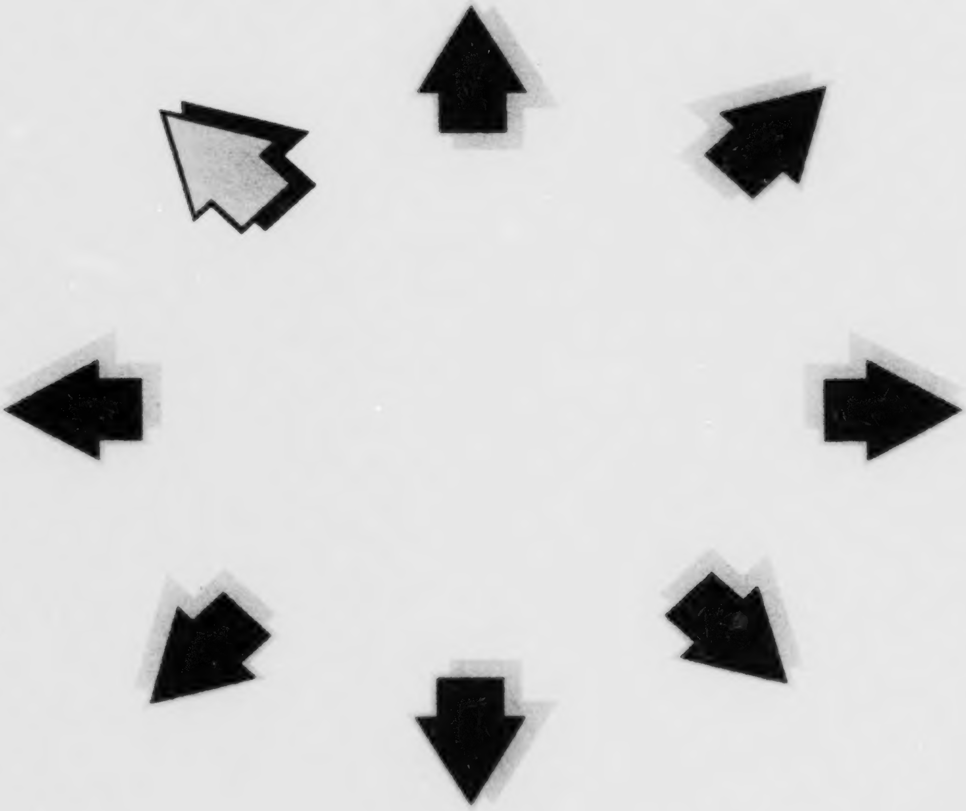
Implementing

- Involve committees in program implementation
- Conduct staff development
- Carry out processes and activities
- Monitor program implementation
- Evaluate and use results for program improvement

Ongoing, Evaluation, Redesign, and Implementation

Editor's Note: The process of assessing, designing, implementing, and redesigning is cyclical and ongoing.

Figure 7



Standards and Benchmarks

THE IOWA SCHOOL IMPROVEMENT PROCESS FOR

PROGRAM DEVELOPMENT

Student Learning Goals
(As Identified in the District
Comprehensive School Improvement Plan)

↓

Standards

↓

Benchmarks

↓

Indicators, Objectives, Skills, Competencies

STANDARDS AND BENCHMARKS TIED TO STUDENT LEARNING GOALS

As the year 2000 arrived, we found that education throughout America was focused on various school improvement models. The backbone of these improvement models has been the identification of Student Learning Goals which are linked to the Standards and Benchmarks in the content/curricular areas. This trend is especially strong in the state of Iowa where every local district has established Student Learning Goals, content standards, and measurable benchmarks as part of each district's Comprehensive School Improvement Plan (CSIP).

To work toward the development of a comprehensive counseling and guidance program, it seems most appropriate that a local district guidance and counseling program be grounded in the establishment of quality Standards and Benchmarks which support Student Learning Goals. This continuous improvement extends through the community college level.

In the following section are samples of national as well as locally established Standards and Benchmarks. A comprehensive list of developmental objectives which will assist counselors in accomplishing the attainment of locally developed Standards and Benchmarks and the MCREL Life Skill Standards are also included.

As counselors initiate the development of a comprehensive guidance and counseling program, it is most important that counselors first identify the standards that will guide their program. It is the intent of this section to introduce sample Standards, Benchmarks, and Objectives which counselors can study and review as they initiate their own program planning.

Section 4 includes the following sequence of subsections:

1. Understanding Program and Curriculum terminology.
2. National School Counselor Standards (ASCA).
3. Employability Standards and Benchmarks.
4. Sioux City Community Schools Standards and Benchmarks.
5. MCREL Life Skills Standards.
6. Developmental Objectives (*The Passport Program*).
7. Connecting Standards, Benchmarks, and Objectives.

Imagine what tomorrow would bring
if we all sang one song . . .

UNDERSTANDING PROGRAM AND CURRICULUM TERMINOLOGY

As discussed in a previous section, a common movement in all areas of education is the establishment of Program Standards and Benchmarks. Standards and Benchmarks help the educator (counselor) determine what is most important. In other words, "What must the program focus on and accomplish if the personal/social, academic, and career needs of students are to be met?"

Historically, Iowa educators have used various terms, with somewhat different meanings, to organize what they considered to be important learnings. Terminology included the following: Standards and Benchmarks, Goals and Objectives, Competencies and Indicators, or Outcomes and Outcome Components. The terms Standards and Benchmarks differ from other terms in that they focus on accountability and are designed to be measurable.

Definition of STANDARDS

Standards specify "what students should know and be able to do." They indicate the knowledge and skills -- the ways of thinking, working, communicating, reasoning, and investigating, as well as the most important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to the discipline -- that should be taught and learned in school (National Education Standards and Improvement Council (NESIC).

Definition of BENCHMARKS

A Benchmark is a specific statement of information or a skill. It identifies what students should know or understand and what skills they should have **at specific grade levels**. Benchmarks add definition and detail to the general statements articulated at the Standards level. Benchmarks do not describe trivial or "easy" knowledge and skills.

Standards and Benchmarks set the direction of a comprehensive counseling and guidance program. The focus of the program is on the specific standards and benchmarks, as identified or adopted by the Steering Committee.

After Standards and Benchmarks are established, one then develops more specific tasks or skills that clarify a specific Benchmark. Various terms are used at this level to indicate the tasks or skills. A common category is that of Competencies. If one or more Competencies (Objectives, Indicators) are identified, then specific activities, curriculum lessons, or approaches can be developed to meet that Competency (Objective, Indicator). Counselors can then assess to what degree students have met a measurable Benchmark.

RESOURCES FOR PROGRAM GOAL DEVELOPMENT

On the following pages of this section are listed the National Standards for School Counseling Programs. These highly researched standards were developed through a multi-year project of the American School Counselor Association. Leadership in this project was provided by Carol A. Dahir, Ed.D. and Chari Campbell, Ph.D. The resulting 80-page comprehensive standards document is entitled, The National Standards for School Counseling Programs, American School Counselor Association, 1997.

Editor's Note: Copies of the National Standards for School Counseling Programs can be ordered from: ASCA Publications, P. O. Box 960, Herndon, VA, 20172-0960. ASCA member ($17.95); Nonmember ($19.95).

Additional Resources

- Developmental Guidance and Counseling (Robert D. Myrick, 1994)
  Developmental Goals and Objectives
- National Career Development Guidelines, NOICC (1990)
  Career Development Competencies (Elementary, Middle, High School)
- Life Career Development Model (Gysbers and Henderson, 1994)
  Self-Knowledge and Interpersonal Skills, Life Roles, Settings, Events, and Life Career Planning

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

1. Academic Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision-making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

STANDARD

A **Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

B **Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

C **Students will understand the relationship of academics to the world of work and to life at home and in the community.**

From the American School Counselor Association

Academic Development: Standard A

Students will **acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

Student Competencies

Improve Academic Self-Concept

Students will:

- Articulate feelings of competence and confidence as a learner.
- Display a positive interest in learning.
- Take pride in work and in achievement.
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors which lead to successful learning.

Acquire Skills for Improving Learning

Students will:

- Apply time management and task management skills.
- Demonstrate how effort and persistence positively affect learning.
- Use communication skills to know when and how to ask for help when needed.
- Apply knowledge of learning styles to positively influence school performance.

Achieve School Success

Students will:

- Take responsibility for their actions.
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- Develop a broad range of interests and abilities.
- Demonstrate dependability, productivity, and initiative.
- Share knowledge.

From the American School Counselor Association

Academic Development: Standard B

Students will **complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

Student Competencies

Improve Learning

Students will:

- Demonstrate the motivation to achieve individual potential.
- Learn and apply critical thinking skills.
- Apply the study skills necessary for academic success at each level.
- Seek information and support from faculty, staff, family, and peers.
- Organize and apply academic information from a variety of sources.
- Use knowledge of learning styles to positively influence school performance.
- Become self-directed and independent learners.

Plan to Achieve Goals

Students will:

- Establish challenging academic goals in elementary, middle/junior high, and high school.
- Use assessment results in educational planning.
- Develop and implement an annual plan of study to maximize academic ability and achievement.
- Apply knowledge of aptitudes and interests to goal setting.
- Use problem-solving and decision-making skills to assess progress toward educational goals.
- Understand the relationship between classroom performance and success in school.
- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.

From the American School Counselor Association

Academic Development: Standard C

Students will **understand the relationship of academics to the world of work, and to life at home and in the community.**

Student Competencies

Relate School to Life Experiences

Students will:

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- Seek co-curricular and community experiences to enhance the school experience.
- Understand the relationship between learning and work.
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- Understand that school success is the preparation to make the transition from student to community member.
- Understand how school success and academic achievement enhance future career and avocational opportunities.

From the American School Counselor Association

II. Career Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work, and to develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the *National Career Development Guidelines* (NOICC, 1989).

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

STANDARD

A **Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

B **Students will employ strategies to achieve future career goals with success and satisfaction.**

C **Students will understand the relationship between personal qualities, education, training, and the world of work.**

From the American School Counselor Association

Career Development: Standard A

Students will **acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

Student Competencies

Develop Career Awareness

Students will:

- Develop skills to locate, evaluate, and interpret career information.
- Learn about the variety of traditional and non-traditional occupations.
- Develop an awareness of personal abilities, skills, interests, and motivations.
- Learn how to interact and work cooperatively in teams.
- Learn to make decisions.
- Learn how to set goals.
- Understand the importance of planning.
- Pursue and develop competency in areas of interest.
- Develop hobbies and avocational interests.
- Balance between work and leisure time.

Develop Employment Readiness

Students will:

- Acquire employability skills such as working on a team, problem-solving, and organizational skills.
- Apply job readiness skills to seek employment opportunities.
- Demonstrate knowledge about the changing workplace.
- Learn about the rights and responsibilities of employers and employees.
- Learn to respect individual uniqueness in the workplace.
- Learn how to write a resume.
- Develop a positive attitude toward work and learning.
- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Utilize time- and task-management skills.

From the American School Counselor Association

Career Development: Standard B

Students will **employ strategies to achieve future career goals with success and satisfaction.**

Student Competencies

Acquire Career Information

Students will:

- Apply decision-making skills to career planning, course selection, and career transitions.
- Identify personal skills, interests, and abilities and relate them to current career choices.
- Demonstrate knowledge of the career planning process.
- Know the various ways which occupations can be classified.
- Use research and information resources to obtain career information.
- Learn to use the Internet to access career planning information.
- Describe traditional and non-traditional occupations and how these relate to career choice.
- Understand how changing economic and societal needs influence employment trends and future training.

Identify Career Goals

Students will:

- Demonstrate awareness of the education and training needed to achieve career goals.
- Assess and modify their educational plan to support career goals.
- Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.
- Select course work that is related to career interests.
- Maintain a career planning portfolio.

From the American School Counselor Association

Career Development: Standard C

Students will **understand the relationship between personal qualities, education, training, and the world of work.**

Student Competencies

Acquire Knowledge to Achieve Career Goals

Students will:

- Understand the relationship between educational achievement and career success.
- Explain how work can help to achieve personal success and satisfaction.
- Identify personal preferences and interests which influence career choices and success.
- Understand that the changing workplace requires lifelong learning and acquiring new skills.
- Describe the effect of work on lifestyles.
- Understand the importance of equity and access in career choice.
- Understand that work is an important and satisfying means of personal expression.

Identify Career Goals

Students will:

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals..
- Learn how to use conflict management skills with peers and adults.
- Learn to work cooperatively with others as a team member.
- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

From the American School Counselor Association

III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of our society.

STANDARD

A **Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

B **Students will make decisions, set goals, and take necessary action to achieve goals.**

C **Students will understand safety and survival skills.**

From the American School Counselor Association

Personal/Social Development: Standard A

Students will **acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

Student Competencies

Acquire Self-Knowledge

Students will:

- Develop a positive attitude toward self as a unique and worthy person.
- Identify values, attributes, and beliefs.
- Learn the goal setting process.
- Understand change as a part of growth.
- Identify and express feelings.
- Distinguish between appropriate and inappropriate behaviors.
- Recognize personal boundaries, rights, and privacy needs.
- Understand the need for self-control and how to practice it.
- Demonstrate cooperative behavior in groups.
- Identify personal strengths and assets.
- Identify and discuss changing personal and social roles.
- Identify and recognize changing family roles.

Acquire Interpersonal Skills

Students will:

- Recognize that everyone has rights and responsibilities.
- Respect alternative points of view.
- Recognize, accept, respect, and appreciate individual differences.
- Recognize, accept, and appreciate ethnic and cultural diversity.
- Recognize and respect differences in various family configurations.
- Use effective communication skills.
- Know that communication involves speaking, listening, and non-verbal behavior.
- Learn how to make and keep friends.

From the American School Counselor Association

Personal/Social Development: Standard B

Students will **make decisions, set goals, and take necessary action to achieve goals.**

Student Competencies

Self-Knowledge Applications

Students will:

- Use a decision-making and problem-solving model.
- Understand consequences of decisions and choices.
- Identify alternative solutions to a problem.
- Develop effective coping skills for dealing with problems.
- Demonstrate when, where, and how to seek help for solving problems and making decisions.
- Know how to apply conflict resolution skills.
- Demonstrate a respect and appreciation for individual and cultural differences.
- Know when peer pressure is influencing a decision.
- Identify long- and short-term goals.
- Identify alternative ways of achieving goals.
- Use persistence and perseverance in acquiring knowledge and skills.
- Develop an action plan to set and achieve realistic goals.

From the American School Counselor Association

Personal/Social Development: Standard C

Students will **understand safety and survival skills.**

Student Competencies

Acquire Personal Safety Skills

Students will:

- Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- Learn the difference between appropriate and inappropriate physical contact.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Differentiate between situations requiring peer support and situations requiring adult professional help.
- Identify resource people in the school and community, and know how to seek their help.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Learn about the emotional and physical dangers of substance use and abuse.
- Learn how to cope with peer pressure.
- Learn techniques for managing stress and conflict.
- Learn coping skills for managing life events.

From the American School Counselor Association

EMPLOYABILITY STANDARDS AND BENCHMARKS

LIFELONG LEARNING SKILLS

The Standards on the following pages were adapted from "Opportunities for All" by Spencer, Clay Central/Everly, Ruthven/Ayrhsire/Spirit Lake, Harris-Lake Park, Okoboji, Terril Community School Districts, and from the 13 Necessary Skills endorsed by the Iowa Association of Business and Industry.

8 C's OF HIGHLY EFFECTIVE COUNSELORS

▲ *Counsel*
▲ *Consult*
▲ *Collaborate*
▲ *Creative*
▲ *Communicate*
▲ *Care for self*
▲ *Change agent*
▲ *Create partnerships*

The Employability Standards and Benchmarks

STANDARD 1: Uses technology and other tools for information processing and for productivity

Level I (Grades K-2)

- ☐ Operates developmentally appropriate technologies.
- ☐ Knows basic computer hardware.
- ☐ Knows how to power-up computer, monitor, and run age-appropriate software.
- ☐ Knows the alphanumeric keys and special keys.
- ☐ Understands principles of basic computer and diskette care and preservation.
- ☐ Types on a computer keyboard, using correct hand and body positions.
- ☐ Uses menu options and commands.
- ☐ Knows basic distinctions among computer software, such as word processors, special purpose programs, and games.

Level II (Grades 3-5)

- ☐ Knows areas in which technology has improved human lives.
- ☐ Knows the basic functions of hardware.
- ☐ Knows potential hazards to computer media.
- ☐ Knows basic facts about networked computers.
- ☐ Uses proper fingering for all keys, beginning from the home row, maintaining proper posture while using the keyboard.
- ☐ Makes backup copies of stored data, such as text, programs, and databases.
- ☐ Troubleshoots simple problems in software.
- ☐ Knows how formats differ among software applications and hardware platforms.
- ☐ Uses electronic search strategies to find information from electronic sources.
- ☐ Accesses information from a variety of electronic sources.
- ☐ Uses a word processor to edit, copy, move, save, and print text with some formatting.
- ☐ Knows the common features and uses of data bases.
- ☐ Uses data base software to add, edit, and delete records, and to find information through simple sort or search techniques.
- ☐ Uses simple computer graphics in documents.
- ☐ Create simple charts and graphs using age-appropriate software.
- ☐ Uses communication tools and interactive technology to exchange information and work with others.
- ☐ Understands that the goal-setting process includes the identification and allocation of resources.
- ☐ Manages time effectively.
- ☐ Uses appropriate behaviors for completing work and achieving goals.
- ☐ Understands that resources can include personal resources.
- ☐ Uses basic planning skills.
- ☐ Uses basic record-keeping to monitor schedules and organize resources.

Standard 1 (Continued)

Level III (Grades 6-8)	Level IV (Grades 9-12)
☐ Prioritizes personal goals. ☐ Allocates sufficient time, materials, and resources to achieve personal goals. ☐ Knows ways to manage conflicting priorities. ☐ Knows own personal resources and values and how they affect personal goals. ☐ Knows criteria for evaluating success and efficiency of goal-setting process and plans. ☐ Sets long-term personal goals. ☐ Creates plans/schedules with specific timelines which take into account constraints and priorities. Understands the importance of monitoring progress toward a goal making adjustments in plans/schedules as necessary.	☐ Uses basic budgeting procedures. ☐ Uses record-keeping to track costs and make adjustments to budgets as needed. ☐ Understands interrelationships, constraints, and demands of personal and professional goals. ☐ Knows criteria for selecting appropriate goals for workplace or school projects. ☐ Organizes resources to optimize their use in personal and professional goal attainment. ☐ Makes contingency plans and adjustments in response to unforeseen circumstances. ☐ Sets goals and creates plans which take into account personal characteristics, abilities, qualities, and values. ☐ Uses quantitative and/or qualitative methods to evaluate the success of projects or goals.

The Employability Standards and Benchmarks

STANDARD 2: Applies principles of resource management

Level I (Grades K-2)	Level II (Grades 3-5)
☐ Sets short-term goals. ☐ Allocates the time, space, and materials needed to complete classroom activities. ☐ Understands various types of goals.	☐ Understands that the goal-setting process includes the identification and allocation of resources. ☐ Manages time effectively. ☐ Uses appropriate behaviors for completing work and achieving goals. ☐ Understands that resources can include personal resources. ☐ Uses basic planning skills. ☐ Uses basic record-keeping to monitor schedules and organize resources.

Level III (Grades 6-8)	Level IV (Grades 9-12)
☐ Prioritizes personal goals. ☐ Allocates sufficient time, materials, and resources to achieve personal goals. ☐ Knows ways to manage conflicting priorities. ☐ Knows own personal resources and values and how they affect personal goals. ☐ Knows criteria for evaluating success and efficiency of goal-setting process and plans. ☐ Sets long-term personal goals. ☐ Creates plans/schedules with specific timelines which take into account constraints and priorities. ☐ Understands the importance of monitoring progress toward a goal making adjustments in plans/schedules as necessary.	☐ Uses basic budgeting procedures. ☐ Uses record-keeping to track costs and make adjustments to budgets as needed. ☐ Understands interrelationships, constraints, and demands of personal and professional goals. ☐ Knows criteria for selecting appropriate goals for workplace or school projects. ☐ Organizes resources to optimize their use in personal and professional goal attainment. ☐ Makes contingency plans and adjustments in response to unforeseen circumstances. ☐ Sets goals and creates plans which take into account personal characteristics, abilities, qualities, and values. ☐ Uses quantitative and/or qualitative methods to evaluate the success of projects or goals.

STANDARD 3: Understands how organizations and systems function

Level I (Grades K-2)	Level II (Grades 3-5)
☐ Knows the components of family, school, and community systems in daily life. ☐ Understands basic concept of a system. ☐ Understands how some elements of simple systems work together. ☐ Creates and tests a simple linear system.	☐ Knows the components of community and social systems. ☐ Knows different kinds of systems. ☐ Assembles, disassembles, and tests systems. ☐ Understands that parts of a system affect one another, and that a system may not work if one of the parts is not functioning. ☐ Understands that larger systems are made up of smaller component subsystems.

Level III (Grades 6-8)	Level IV (Grades 9-12)
☐ Understands the relationship between an organization's structure and it's goals. ☐ Understands the factors impacting the level of effectiveness of systems. ☐ Understands the systems model. ☐ Understands the differences between various types of systems. ☐ Understands how the output from one part of a system can become the input to other parts. ☐ Knows that a system can include processes as well as components. ☐ Understands structure and management of a system. ☐ Assembles and disassembles systems to manage, control, and improve their performance. ☐ Understands how subsystems and system elements interact within systems. ☐ Understands elements and procedures that help reduce system failure. ☐ Understands how system control requires sensing information, processing it, and making changes.	☐ Understands a variety of organizational models. ☐ Evaluates the quality and performance of a variety of systems. ☐ Understands the impact of change on systems. ☐ Knows that even in simple systems, accurate prediction of the effect of changing some part of the system is not always possible. ☐ Knows that in defining a system, it is important to specify its boundaries and subsystems, to indicate its relation to other systems, and to identify what its input and its output are expected to be. ☐ Analyzes the way a system works, taking account of its functional, aesthetic, social, environmental, and commercial requirements. ☐ Knows how feedback can be used to help monitor, control, and stabilize the operation of a system. ☐ Understands that positive and negative feedback have opposite effects on system outputs. ☐ Constructs and operates systems, controlling and optimizing outputs, organizing and adjusting subsystems.

The Employability Standards and Benchmarks

STANDARD 4: Uses self-management, leadership, and entrepreneurial skills

Level I (Grades K-2)	Level II (Grades 3-5)
☐ Uses effective strategies to interact with others. ☐ Knows appropriate behavior for different settings. ☐ Understands the importance of working together in a group. ☐ Understands established rules, regulations, and policies and reasons for following them.	☐ Understands how one's personal behaviors, attitudes, and qualities affect interactions with others. ☐ Understands one's role as a team member. ☐ Uses teamwork skills and works with people of different ages, abilities, and backgrounds. ☐ Knows differences between decisions and accomplishment made by individuals and by groups. ☐ Understands the difference between constructive and destructive criticism. ☐ Understands general aspects of one's own culture, the cultures of others, and how cultures differ. ☐ Understands the relationship between regular attendance and quality work in school and success in continuing education or a career. ☐ Uses personal skills to contribute to a productive school and work ethic. ☐ Understands the meaning of lifelong learning.

Level III (Grades 6-8)	Level IV (Grades 9-12)
☐ Knows ways to build mutual trust and respect with others in a group and ways to negotiate concerns. ☐ Uses a variety of strategies to work as a member of a team. ☐ Understands how the unique traits, interests, values, strengths, and weaknesses of self and others contribute to the completion of projects. ☐ Understands the importance of respecting people of different races, ages, religions, ethnicity, and gender. ☐ Knows characteristics of entrepreneurs. ☐ Knows personal modes of learning, management, action, and operation. ☐ Knows work ethics and behaviors for success within the school and community. ☐ Follows established rules, regulations, and policies of the school and community. ☐ Knows sources that influence unethical behavior and ways to resist these influences. ☐ Uses strategies to offer and react positively to constructive criticism. ☐ Knows factors that influence the need for lifelong learning.	☐ Understands profitability and efficiency. ☐ Knows the advantages and disadvantages of working for self and working for others. ☐ Understands how effective teams operate within organizational and diverse settings. ☐ Uses leadership and membership skills to succeed as a member of a team. ☐ Understands various leadership styles and their effectiveness in difference situations. ☐ Understands the degree to which one possesses the characteristics of an entrepreneur. ☐ Knows work ethics and behaviors that are essential for career success. ☐ Knows ways to resolve conflict within groups. ☐ Understands and respects the concerns of members of other ethnic, gender, and age groups. ☐ Uses a variety of strategies to evaluate self and other's performance within a group. ☐ Understands that the learning process extends beyond the school environment. ☐ Understands the relationship among ability, effort, and achievement.

The Employability Standards and Benchmarks

STANDARD 5: Uses workplace readiness and career planning skills

Level I (Grades K-2)

☐ Knows places where people work and jobs that they do.
☐ Understands why people work.
☐ Understands that people have different mental, physical, and creative abilities, and different feelings and interests about work.
☐ Knows career and employment opportunities of personal interest.
☐ Knows that different types of work have different requirements, costs, and rewards.

Level II (Grades 3-5)

☐ Knows personal interests, aptitudes, and abilities.
☐ Understands that each career has skills, abilities, and interests peculiar to that career group.
☐ Knows careers or employment opportunities that involve working for self or for others.
☐ Knows benefits and disadvantages of different kinds of work.
☐ Understands the value of work to the individual and society.
☐ Understands the changing roles of men and women at home and in the workplace.

Level III (Grades 6-8)

☐ Knows career opportunities related to personal interests, skills, and abilities, and the characteristics and educational requirements of these career options.
☐ Understands the relationship between education, training, and increased career choices.
☐ Understands how career choices and opportunities are influenced by society, economics, and technology.
☐ Knows factors that influence pay and benefits of employment.
☐ Understands strategies for obtaining employment within a chosen field.
☐ Understands organization within the work force.
☐ Understands the nature of change in the work force.
☐ Knows trade-offs involved regarding a person's values and the costs and benefits of specific job/career paths and choices.
☐ Understands that there is continual personal change during career development.
☐ Understands the importance of planning and preparing for one's future in the world of work.
☐ Knows personal, educational, and career skills that are transferable among various jobs.

Level IV (Grades 9-12)

☐ Knows marketable occupational skills, preparation, and experience required for an entry-level job in a career of interest.
☐ Knows occupational skills that are developed through work-based learning experiences.
☐ Develops an individual career plan.
☐ Understands how resources and support systems available in the community can assist individuals in preparing for and pursuing jobs.
☐ Knows factors that should be taken into account when considering a job offer.
☐ Knows the possible long-term impact of trends in social roles, values, and technology on career choices and opportunities.
☐ Understands costs and benefits of different career paths.
☐ Knows strategies for pursuing a job or career.
☐ Understands problems and possible benefits of involuntary changes in employment, and actions an employee can take to find a new position or to become self-employed.
☐ Understands traditional and emerging career patterns for men, women, and minorities, and the handicapped.

The Employability Standards and Benchmarks

STANDARD 6: Uses communications and mathematical skills in career-related applications

Level I (Grades K-2)

- ☐ Understands the importance of the basic academic skills in being successful at home and at school.
- ☐ Follows simple directions.
- ☐ Relates information in sequence.
- ☐ Speaks in complete sentences.
- ☐ Knows how the five senses are used in communication.

Level II (Grades 3-5)

- ☐ Knows academic knowledge and skills that are required in specific occupations.
- ☐ Follows directions in sequential order.
- ☐ Uses a variety of strategies to give directions to others.
- ☐ Uses a variety of strategies to respond to oral presentations.
- ☐ Uses critical listening skills.
- ☐ Communicates ideas, opinions, and information to a group.
- ☐ Communicates ideas in varied formats according to audience and purpose.
- ☐ Understands the main idea or essential message of a text.
- ☐ Interprets simple data contained in symbols, pictures, charts, and graphs.
- ☐ Locates information to support a point of view and state of position.
- ☐ Uses basic mathematical concepts and computations to solve problems.

Level III (Grades 6-8)

- ☐ Understands the connections between academic and career skills.
- ☐ Understands how basic academic skills are used in job seeking activities.
- ☐ Uses correct grammar and punctuation in writing.
- ☐ Understands multiple viewpoints on a topic, and factors that affect the credibility of different viewpoints.
- ☐ Uses a variety of techniques for effective oral presentations.
- ☐ Gathers and interprets data contained in symbols, pictures, charts, blueprints, and graphs.
- ☐ Uses gathered information to support ideas and opinions.
- ☐ Identifies the main idea and supporting details of written material.
- ☐ Gives a relevant and sensitive feedback to presentations of others.
- ☐ Writes formal communications that have a definite audience and purpose, contain no omissions or assumptions; and follow the proper form.
- ☐ Follows directions and asks for clarification or help as needed.
- ☐ Uses a variety of mathematical operations to solve problems.

Level IV (Grades 9-12)

- ☐ Understands how academic knowledge and skills are used in an occupational context.
- ☐ Uses interviewing skills, both as an interviewer and interviewee.
- ☐ Uses a variety of verbal and non-verbal communication techniques in different communication forums.
- ☐ Maintains complete and accurate records.
- ☐ Creates documents that clearly communicate, are appropriate to the audience, and follow the convention of written expressions.
- ☐ Uses illustrations, statistics, comparisons, and analogies to critique the effectiveness of presentations.
- ☐ Uses context clues to determine the meaning of unknown or technical vocabulary.
- ☐ Understands how technical information and data from workplace situations can be used to draw conclusions and make predictions about a job or career path.
- ☐ Selects and uses multiple computation techniques to solve work-based problems and determine reasonableness of results.
- ☐ Uses a variety of strategies to support one's position.
- ☐ Uses objectivity in assessing other viewpoints.

The Employability Standards and Benchmarks

STANDARD 7: Uses complex thinking skills to make decisions and solve problems

Level I (Grades K-2)	Level II (Grades 3-5)
☐ Understands that decisions and proposals are most readily accepted when supported by good reasons. ☐ Knows of challenges, simple problems, and opportunities in student's environment and possible solutions to them. ☐ Makes and defends decisions about daily activities.	☐ Knows issues and problems in the school or community that have been solved or that one might help solve. ☐ Analyzes decisions made by people in the past in terms of goals, obstacles, and possible alternatives that were considered. ☐ Knows a variety of sources which could provide information about possible solutions or choices. ☐ Understands basic steps in a problem-solving process. ☐ Understands basic steps in a decision-making process.

Level III (Grades 6-8)	Level IV (Grades 9-12)
☐ Selects the most appropriate alternative for solving a problem by identifying alternative courses of action and predicting likely consequences of each. ☐ Uses decision-making and problem-solving models. ☐ Researches factual information needed to evaluate alternatives. ☐ Understands the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives.	☐ Applies problem-solving and decision-making strategies to complex real-world situations. ☐ Outlines a problem realistically as to available resources, constraints, and ultimate goals. ☐ Adapts solutions and decisions to incorporate new information and/or changing situations and requirements. ☐ Knows criteria to evaluate own decision-making and problem-solving processes. ☐ Uses quantitative and qualitative methods to evaluate the success of a decision or solution. ☐ Uses a balance sheet to evaluate the costs and benefits of various alternatives within a decision. ☐ Evaluates the feasibility of various solutions to problems.

LOCAL DISTRICT SAMPLE STANDARDS AND BENCHMARKS

The Counseling Standards developed for the Sioux City Community School District are closely aligned with the new National Standards of the American School Counselor Association. Benchmarks for each of the Standards were developed following the review of the Student Competencies developed by ASCA. Nine counselors representing elementary, middle, and high schools in Sioux City analyzed, critiqued, reviewed, and finalized the listed Counseling Standards and Benchmarks which will guide the Sioux City Guidance and Counseling Program beginning with the 2000-01 school year.

Future program and curriculum design will continue to follow the four component system developed by Norman Gysbers at the University of Missouri. These components are (1) Guidance Curriculum, (2) Counseling Services, (3) Educational Planning and Assessment, and (4) Program Management. All guidance and counseling activities of each component will directly relate to established Standards and Benchmarks.

"We aren't where we want to be, we aren't where we're going to be, but thank goodness we aren't where we used to be."

Lou Holtz, Football Coach, Notre Dame

STRAND I – ACADEMIC DEVELOPMENT

Academic Development: Standard A

Students will **acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

Student Benchmarks

Students will:

1. Display a positive interest in learning and pride in work.
2. Accept and learn from mistakes.
3. Apply time management and task management skills.
4. Use communication skills to know when and how to ask for help when needed.
5. Introduce and apply knowledge of learning styles to positively influence school performance (middle school).
6. Take responsibility and obligation for their actions.
7. Demonstrate the ability to work independently as well as the ability to work cooperatively with other students.

Example

Developed by the Sioux City Community Schools

Academic Development: Standard B

Students will **complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.**

Student Benchmarks

Students will:

1. Learn and apply critical thinking skills.
2. Apply the study skills necessary for academic success at each level.
3. Become self-directed and independent learners.
4. Establish challenging academic goals in elementary, middle/junior high, and high school.
5. Use problem-solving and decision-making skills to assess progress toward educational goals.
6. Understand the relationship between classroom performance and success in school and life.
7. Identify post-secondary options consistent with interests, achievement, aptitude, and abilities (high school).

Example

Developed by the Sioux City Community Schools

Academic Development: Standard C

Students will **understand the relationship of academics to the world of work and to life at home and in the community.**

Student Benchmarks

Students will:

1. Demonstrate the ability to balance school, studies, extracurricular activities, work, leisure time, and family life.
2. Seek co-curricular and community experiences to enhance the school experience.
3. Understand the relationship between learning and work.
4. Demonstrate an understanding of the value of lifelong learning as essential to maintaining life goals (middle school, high school).

Example

Developed by the Sioux City Community Schools

STRAND II – CAREER DEVELOPMENT

Career Development: Standard A

Students will **acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

Student Benchmarks

Students will:

1. Acquire employability skills such as working on a team, problem-solving, and organizational skills.
2. Learn to respect individual uniqueness in the workplace.
3. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
4. Demonstrate the importance of planning and its implications in making decisions and setting goals.
5. Develop skills to locate, interpret, and evaluate traditional and non-traditional career information.

Example

Developed by the Sioux City Community Schools

Career Development: Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

Student Benchmarks

Students will:

1. Apply decision-making skills to career planning, course selection, and career transitions.

2. Identify personal skills, interests, and abilities and relate them to career choices, hobbies, and avocational choices.

3. Demonstrate awareness of the education and training needed to achieve career goals.

4. Maintain a career planning portfolio with a focus on the influences of personal, societal, and economic changes.

Example

Career Development: Standard C

Students will **understand the relationship among personal qualities, education, training, and the world of work.**

Student Benchmarks

Students will:

1. Understand the importance of equity and access in career choice.
2. Understand that work is an important and satisfying means of personal expression.
3. Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

Example

Developed by the Sioux City Community Schools

STRAND III – PERSONAL AND SOCIAL DEVELOPMENT

Personal and Social Development: Standard A

Students will **acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

Student Benchmarks

Students will:

1. Develop a positive attitude toward self as a unique and worthy person.
2. Identify and express feelings, values, attitudes, and beliefs.
3. Recognize and understand rights, needs, responsibilities, and appropriate behavior.
4. Recognize, accept, and appreciate individual, family, ethnic, and cultural differences.

Example

Personal and Social Development: Standard B

Students will acquire emotional and physical coping skills which will result in total well being.

Student Benchmarks

Students will:

1. Learn to manage life events that can cause stress, conflict, or emotional and physical danger.
2. Recognize and use community and school resources when experiencing personal and social problems.
3. Demonstrate the ability to assert personal privacy in relationships with others.

Example

Developed by the Sioux City Community Schools

Personal and Social Development: Standard C

Students will **make decisions, set goals, and take necessary action to achieve goals.**

Student Benchmarks

Students will:

1. Use decision-making and problem-solving skills that include an understanding of the consequences of their decisions and choices.

Example

Developed by the Sioux City Community Schools

SUMMARY OF STANDARDS FOR LIFE SKILLS

Mid-Continent Regional Educational Lab (MCREL)

Thinking and Reasoning

1. Understands and applies basic principles of presenting an argument.
2. Understands and applies basic principles of logic and reasoning.
3. Effectively uses mental processes that are based on identifying similarities and dissimilarities (compares, contrasts, classifies).
4. Understands and applies basic principles of hypothesis testing and scientific inquiry.
5. Applies basic trouble-shooting and problem-solving techniques.
6. Applies decision-making techniques.

Working with Others

1. Contributes to the overall effort of a group.
2. Uses conflict-resolution techniques.
3. Works well with diverse individuals and in diverse situations.
4. Displays effective interpersonal communication skills.
5. Demonstrates leadership skills.

Self-Regulation

1. Sets and manages goals.
2. Performs self-appraisal.
3. Considers risks.
4. Demonstrates perseverance.
5. Maintains a healthy self-concept.
6. Restrains impulsivity.

Life Work

1. Makes effective use of basic tools.
2. Understands the characteristics and uses of basic computer hardware, software, and operating systems.
3. Uses basic word processing, spreadsheet, database, and communication programs.
4. Manages money effectively.
5. Pursues specific jobs.
6. Makes general preparation for entering the work force.
7. Makes effective use of basic life skills.
8. Displays reliability and a basic work ethic.
9. Operates effectively within organizations.

DEVELOPMENTAL OBJECTIVES

Throughout this document, we have referred to the importance of developing specific developmentally-appropriate objectives for each grade level. Following are examples of grade-level objectives developed by Dr. Ann Vernon from *The Passport Programs* (emotional education curriculums for grades 1-5, 6-8, 9-12). The activities correspond to activities in the curriculums.

EXCELLENCE

Excellence is the result of caring more than others think is wise; Risking more than others think is safe; Dreaming more than others think is practical; and expecting more than others think is possible.

Choose to live a life of excellence.
Pursue the goal.
Dream the dream.
You can do it!

SELF-DEVELOPMENT (GRADES 1-5)

The Passport Program by Ann Vernon

Grade 1

- ☐ To learn that everyone has strengths as well as weaknesses
- ☐ To learn that everyone is worthwhile regardless of weaknesses
- ☐ To identify what children like about being who they are
- ☐ To develop an attitude of self-acceptance
- ☐ To identify ways in which children are physically growing and changing
- ☐ To identify competencies associated with physical changes
- ☐ To identify ways each child is special
- ☐ To recognize one's own uniqueness

Grade 2

- ☐ To develop awareness of abilities and attributes
- ☐ To learn to accept oneself with these abilities and attributes
- ☐ To recognize that strengths and limitations are part of one's self-definition
- ☐ To learn not to put oneself down because of limitations
- ☐ To identify individual strengths
- ☐ To learn a strategy to help remember good things about oneself

Grade 3

- ☐ To learn that how one acts does not determine self-worth
- ☐ To learn that nobody is perfect
- ☐ To learn to accept oneself as less than perfect
- ☐ To identify characteristics of self, including strengths and weaknesses
- ☐ To learn to accept compliments
- ☐ To identify personal strengths

Grade 4

- ☐ To learn that mistakes are natural
- ☐ To learn that making mistakes does not make one a bad person
- ☐ To identify strengths and weaknesses in the area of physical, social, and intellectual development
- ☐ To recognize ways to get approval from others and ways to approve of oneself
- ☐ To learn that others' approval is not required to be worthwhile

Grade 5

- ☐ To identify one's positive attributes
- ☐ To differentiate between making mistakes and being a total failure
- ☐ To identify specific characteristics that are like or unlike oneself
- ☐ To identify feelings associated with varying rates of development

EMOTIONAL DEVELOPMENT (GRADES 1-5)

The Passport Program by Ann Vernon

Grade 1	Grade 2	Grade 3
☐ To identify positive feelings ☐ To develop a feelings vocabulary ☐ To identify negative feelings ☐ To learn the connection between feelings and behaviors ☐ To identify appropriate ways to express negative feelings ☐ To develop coping strategies for dealing with normal fears	☐ To express feelings about new experiences ☐ To learn coping skills for dealing with new experiences ☐ To learn ways to deal with anxiety about performance in school-related tasks ☐ To learn that poor performance does not necessarily make someone a "bad kid" ☐ To learn appropriate ways to manage mad feelings ☐ To learn to differentiate the intensity of emotions ☐ To learn that everyone doesn't feel the same way about the same situation	☐ To learn to identify feelings ☐ To learn that people have different feelings about the same event ☐ To learn positive ways to cope with hurtful feelings ☐ To develop skills in understanding and dealing with anxiety associated with disapproval ☐ To learn to differentiate degrees of emotion

Grade 4	Grade 5
☐ To learn effective ways to deal with feelings about being teased ☐ To learn effective strategies for dealing with worries ☐ To learn effective strategies to reduce negative thoughts and feelings about school performance ☐ To identify specific ways to deal with sad feelings	☐ To learn that others experience rejection and feel lonely ☐ To learn that nobody "makes" you feel the way you do ☐ To understand the connection between thoughts and feelings ☐ To identify commonly experienced uncomfortable emotions ☐ To learn effective ways to deal with uncomfortable emotions

SOCIAL DEVELOPMENT (GRADES 1-5)

The Passport Program by Ann Vernon

Grade 1	Grade 2	Grade 3
☐ To identify ways to develop good relationships with others ☐ To differentiate between behaviors that do and do not contribute to making and keeping friends ☐ To identify effective ways to deal with peers who demonstrate negative friendship behaviors ☐ To develop skills in sharing ☐ To distinguish between positive and negative friendship behaviors	☐ To identify a wide range of family structures ☐ To identify things to appreciate about one's own family structure ☐ To identify characteristics of friendship ☐ To identify many different kinds of friends ☐ To distinguish between positive and negative friendship behaviors	☐ To identify examples of stereotypes ☐ To learn that stereotypes do not dictate what boys and girls can and cannot do ☐ To distinguish between cooperative and uncooperative behaviors ☐ To practice cooperative behaviors ☐ To enhance skills in making and keeping friends ☐ To practice friendship behaviors ☐ To identify ways to deal with rejection ☐ To recognize that one is not worthless if rejected by others

Grade 4	Grade 5
☐ To enhance skills in working cooperatively with others ☐ To define bullying ☐ To learn effective ways to deal with bullying behavior ☐ To develop skills in dealing with put-downs from others ☐ To learn that one's worth as a person is not contingent on what others say about one ☐ To identify effective coping skills to deal with others' mistreatment ☐ To learn what one can and cannot control in interpersonal situations	☐ To identify and practice cooperative behaviors ☐ To learn effective conflict management skills ☐ To identify personal behaviors that may result in exclusion, teasing, or put-downs ☐ To identify a variety of ways to think, feel, and behave when being excluded, teased, or put-down ☐ To recognize how controlling one's thinking affects the way one feels and behaves in conflict situations ☐ To develop the ability to see things from another person's perspective

COGNITIVE DEVELOPMENT (GRADES 1-5)

The Passport Program by Ann Vernon

Grade 1

☐ To learn that everyone makes choices based on different reasons
☐ To differentiate between good, bad, and "so-so" choices
☐ To learn to identify consequences of behavior
☐ To learn to distinguish between positive and negative consequences
☐ To recognize that many problems have multiple solutions
☐ To develop skills in identifying multiple solutions to typical problems
☐ To develop problem-solving skills

Grade 2

☐ To learn to define problems clearly
☐ To identify steps in the problem-solving process
☐ To learn to differentiate between facts and assumptions
☐ To identify the negative consequences that can result from making assumptions
☐ To identify decisions in everyday life
☐ To learn to evaluate decisions as good, bad, or poor
☐ To identify options
☐ To learn how considering options can affect feelings and behavior

Grade 3

☐ To begin to distinguish big, little, and in-between decisions
☐ To identify different factors to consider when making different types of decisions
☐ To learn how to anticipate consequences
☐ To recognize and use problem-solving strategies
☐ To identify how thinking influences feelings and actions
☐ To identify the negative consequences of acting on thoughts without checking them out

Grade 4

☐ To differentiate between making an assumption and considering multiple perspectives
☐ To recognize the negative effects of making assumptions
☐ To learn how to check out assumptions
☐ To identify consequences and differentiate between long and short-term consequences
☐ To understand the concept of irrational beliefs
☐ To learn to identify irrational beliefs
☐ To learn a problem-solving process
☐ To practice using problem-solving skills

Grade 5

☐ To learn to identify choices
☐ To learn to assess the degree of importance of choices
☐ To distinguish between rational and irrational beliefs
☐ To learn how to apply rational beliefs to personal situations
☐ To learn that decisions have consequences
☐ To identify positive and negative consequences of decisions
☐ To learn more about difficult issues that may reflect future decisions

SELF-DEVELOPMENT (GRADES 6-8)

The Passport Program by Ann Vernon

Grade 6

- ☐ To identify self-characteristics
- ☐ To learn that self-characteristics may change over time
- ☐ To normalize the self-conscious feelings that begin to occur during this period of development
- ☐ To learn more about the physical changes occurring during this period of rapid growth
- ☐ To learn that all individuals have strengths and weaknesses
- ☐ To learn not to rate oneself globally as good or bad
- ☐ To learn to take multiple perspectives into account when forming opinions about oneself
- ☐ To learn to separate others' negative perceptions from one's sense of self-worth
- ☐ To learn that there are varying degrees of success and failure
- ☐ To learn not to equate failure at a risk with a failure as a person
- ☐ To develop a realistic viewpoint about perfectionism

Grade 7

- ☐ To learn not to equate self-worth with performance
- ☐ To normalize feelings of self-consciousness during early adolescence
- ☐ To explore ways to deal with self-conscious feelings
- ☐ To develop a better understanding of the self-definition process and how this applies to oneself
- ☐ To identify ways one is like and unlike one's peers
- ☐ To learn more about anorexia and bulimia
- ☐ To develop awareness of social, emotional, and physical problems associated with those eating disorders

Grade 8

- ☐ To develop an understanding of the frequent changes in the way one thinks, feels, and behaves
- ☐ To identify feelings associated with changes during early adolescence
- ☐ To develop an understanding of adolescent egocentricity
- ☐ To learn how adolescent egocentricity affects oneself as well as others
- ☐ To normalize feelings of self-consciousness
- ☐ To develop effective strategies for dealing with these feelings
- ☐ To learn more about personal values
- ☐ To develop a clearer picture of who one is

EMOTIONAL DEVELOPMENT (GRADES 6-8)

The Passport Program by Ann Vernon

Grade 6	Grade 7	Grade 8
☐ To learn that different people don't feel the same way ☐ To learn that feelings can change ☐ To learn how to change feelings by changing thoughts ☐ To learn that one has a choice about how to feel ☐ To identify specific ways to feel happier ☐ To learn effective ways to deal with feelings about family issues ☐ To understand the connection between feelings and behaviors	☐ To learn where feelings come from ☐ To identify how to change thoughts in order to change feelings ☐ To understand how one experiences anger ☐ To learn what thoughts trigger anger ☐ To learn effective ways to control and/or express anger ☐ To develop a better understanding of embarrassment and ways of dealing with it ☐ To identify ways to increase positive feelings	☐ To develop an understanding of the ups and downs of adolescence ☐ To identify strategies for dealing with emotional ups and downs ☐ To become more aware of the "domino effect" of acting on one's feelings ☐ To learn more about anger ☐ To learn more about effective ways to manage anger ☐ To recognize and deal more effectively with feelings that are masked by anger ☐ To learn how thinking affects feelings ☐ To distinguish between healthy and unhealthy ways to relieve emotional pain

SOCIAL DEVELOPMENT (GRADES 6-8)

The Passport Program by Ann Vernon

Grade 6	Grade 7	Grade 8
☐ To develop skills to initiate and maintain friendships ☐ To distinguish between positive and negative friendship characteristics ☐ To differentiate between facts and assumptions ☐ To learn how to check out facts to avoid problems with miscommunication in relationships ☐ To identify factors that contribute to on again, off again friendship patterns ☐ To recognize feelings associated with on again, off again friendship patterns and learn how to deal with them ☐ To learn not to equate on again, off again relationships with lasting rejection or feelings of worthlessness ☐ To differentiate between positive and negative interpersonal relationship skills ☐ To identify ways to have fun with friends	☐ To identify options when making decisions ☐ To develop rational thinking skills to facilitate effective problem-solving ☐ To develop more effective problem-solving skills ☐ To develop skills in putting problems in perspective ☐ To identify consequences of decisions ☐ To learn to differentiate between realistic and unrealistic outcomes	☐ To develop skills in identifying multiple solutions to problematic situations ☐ To recognize the importance of identifying multiple solutions ☐ To identify short- and long-term consequences ☐ To learn the importance of anticipating consequences ☐ To learn how beliefs affect feelings and behavior ☐ To assess the degree of difficulty of decisions ☐ To develop decision-making skills ☐ To learn a problem-solving process ☐ To practice applying this process with current problems

COGNITIVE DEVELOPMENT (GRADES 6-8)

The Passport Program by Ann Vernon

Grade 6	Grade 7	Grade 8
☐ To define the term goal ☐ To differentiate between short, longer, and long-term goals ☐ To practice setting achievable short-term goals ☐ To learn the steps involved in making decisions ☐ To identify the connection between thoughts and actions ☐ To introduce the concept of disputing or challenging thoughts ☐ To identify consequences associated with typical choices ☐ To differentiate between short- and long-term consequences ☐ To identify the impact of actions of oneself and others	☐ To identify options when making decisions ☐ To develop rational thinking skills to facilitate effective problem-solving ☐ To develop more effective problem-solving skills ☐ To develop skills in putting problems to perspective ☐ To identify consequences of decisions ☐ To learn to differentiate between realistic and unrealistic outcomes	☐ To develop skills in identifying multiple solutions to problematic situations ☐ To recognize the importance of identifying multiple solutions ☐ To identify short- and long-term consequences ☐ To learn the importance of anticipating consequences ☐ To learn how beliefs affect feelings ☐ To learn how beliefs affect behavior ☐ To assess the degree of difficulty of decisions ☐ To develop decision-making skills ☐ To learn a problem-solving process ☐ To practice applying this process with current problems

SELF-DEVELOPMENT (GRADES 9-12)

The Passport Program by Ann Vernon

Grade 9	Grade 10
☐ To learn more about one's identity ☐ To clarify values and beliefs ☐ To learn that one is not invincible ☐ To identify consequences of believing that one is invincible ☐ To learn that performance in one area is not a reflection of one's total worth as a person	☐ To distinguish between all-or-nothing self-rating and rating one's individual traits ☐ To clarify aspects of self-identity ☐ To learn facts about anorexia and bulimia ☐ To identify the social, emotional, cognitive, and physical problems associated with eating disorders ☐ To compare self-image with one's perceptions of how others see one ☐ To learn not to equate self-worth with others' perceptions of one

Grade 11	Grade 12
☐ To learn more about who one is becoming in one's identity quest ☐ To learn how to accept oneself ☐ To identify ways one puts oneself down ☐ To identify one's positive qualities ☐ To differentiate between self-respect and disrespect ☐ To identify ways to change things one doesn't respect in oneself but to accept oneself as worthwhile regardless of these things ☐ To identify what it means to be independent, ways one is independent, and feelings associated with independence ☐ To identify what it means to be dependent, ways one is dependent, and feelings associated with dependence	☐ To assess personal strengths ☐ To identify present and future roles ☐ To distinguish between abuse and self-abuse ☐ To identify strategies to deal with self-abusive behaviors or abusive behaviors inflicted by others ☐ To clarify how one sees oneself in the future

EMOTIONAL DEVELOPMENT (GRADES 9-12)

The Passport Program by Ann Vernon

Grade 9

- ☐ To understand the concept of a continuum of emotions
- ☐ To understand how to change feelings by changing thoughts
- ☐ To identify effective strategies for managing moods
- ☐ To distinguish between helpful and unhelpful mood managing strategies
- ☐ To develop an understanding of the up-and-down moods that characterize adolescence
- ☐ To learn more about anger and where it comes from
- ☐ To learn effective ways to deal with anger

Grade 10

- ☐ To identify specific ways to change negative feelings
- ☐ To identify sources of confusion
- ☐ To identify effective strategies for dealing with confusion
- ☐ To learn about the concept of covering up feelings
- ☐ To identify the positive and the negative effects of covering up feelings
- ☐ To develop perspective on emotional turmoil

Grade 11

- ☐ To recognize the connection between thoughts and feelings
- ☐ To identify ways to change negative feelings to positive feelings
- ☐ To learn how to let go of anger
- ☐ To distinguish between the image one projects to others and the feelings one keeps to oneself
- ☐ To identify the positive and negative aspects of keeping some feelings inside
- ☐ To identify sources of stress
- ☐ To learn how to manage stress

Grade 12

- ☐ To identify feelings connected with romantic relationships
- ☐ To distinguish between healthy and unhealthy ways to coping with these emotions
- ☐ To learn more about loneliness during adolescence
- ☐ To identify ways to deal with loneliness
- ☐ To identify ambivalent feelings common during the last two years
- ☐ To learn healthy ways to manage feelings associated with transitions
- ☐ To identify how one's life will be affected by the transition out of high school

SOCIAL DEVELOPMENT (GRADES 9-12)

The Passport Program by Ann Vernon

Grade 9

- ☐ To identify the reasons that friends argue
- ☐ To develop skills for dealing with friendship problems
- ☐ To learn rational thinking skills
- ☐ To apply rational thinking skills to relationship problems
- ☐ To examine the positive and negative aspects of peer pressure
- ☐ To identify the consequences of resisting peer pressure

Grade 10

- ☐ To identify the negative impact of rumors, gossips and assumptions
- ☐ To learn ways to stop the negative cycle of rumors, gossips and assumptions
- ☐ To examine feelings and issues involved in the termination of a romantic relationship
- ☐ To explore effective ways to deal with the break up of a relationship
- ☐ To recognize that the break up of a romantic relationship does not reflect on one's worth as a person
- ☐ To learn that friendships change as one matures
- ☐ To clarify what is important in a friendship
- ☐ To identify feelings associated with rejection by peers
- ☐ To learn not to put yourself down if you are rejected by others
- ☐ To learn effective ways to deal with rejection

Grade 11

- ☐ To distinguish between healthy and unhealthy dependence in relationships
- ☐ To learn what one can and cannot control in relationships with others
- ☐ To examine feelings and issues involving intimate relationships
- ☐ To explore feelings about romantic relationships
- ☐ To learn to distinguish between healthy and unhealthy ways of dealing with issues pertaining to romantic relationships

Grade 12

- ☐ To examine feelings about competition and ways to deal with them
- ☐ To identify feelings associated with leaving and letting go of relationships
- ☐ To identify feelings and issues involved in intimate relationships
- ☐ To identify issues surrounding relationships with parents
- ☐ To identify effective strategies for dealing with parent-teen relationships

COGNITIVE DEVELOPMENT (GRADES 9-12)

The Passport Program by Ann Vernon

Grade 9

- ☐ To learn how thoughts influence feelings and actions
- ☐ To evaluate decisions and identify consequences
- ☐ To learn ways to change negative behaviors
- ☐ To learn effective problem-solving skills
- ☐ To develop skills in assessing situations realistically
- ☐ To develop skills in applying good reasoning

Grade 10

- ☐ To differentiate between short-term and long-term goals
- ☐ To distinguish between realistic and unrealistic goals
- ☐ To learn how to establish short-term and long-term goals
- ☐ To learn a specific decision-making process
- ☐ To identify risks associated with decision-making
- ☐ To learn to assess the consequences of decisions

Grade 11

- ☐ To learn to predict the outcome of choices
- ☐ To learn how to make realistic plans
- ☐ To learn rational thinking skills
- ☐ To learn how to apply rational thinking skills to one's life
- ☐ To learn to evaluate decisions

Grade 12

- ☐ To learn more about difficult decisions
- ☐ To identify factors to consider in making difficult decisions
- ☐ To learn how to set and attain goals
- ☐ To distinguish between major and minor decisions
- ☐ To identify personal examples of major and minor decisions
- ☐ To develop the ability to set priorities
- ☐ To develop time management skills

CONNECTING STUDENT LEARNING GOALS, STANDARDS, BENCHMARKS, AND OBJECTIVES

Illustrated on the next pages are two examples which connect Student Learning Goals, Standards, Benchmarks, and Objectives. In program development, "objectives" may also be referred to as competencies, indicators, tasks, or skills. Once connections are made among standards, benchmarks, and objectives, the counselor then can proceed to develop specific activities to accomplish the benchmark. These may include curriculum lessons, counseling procedures, or career development activities (an example of a complete lesson is found in the Appendix).

The assessment portion of the examples is left blank. Assessment of student learning could be accomplished through rubrics, student interview, locally created tests, checklists or performance tasks, or through commercially prepared tests. See also, Section 7 of this development guide, Evaluation and Assessment (of counseling/guidance programs).

When one door of happiness closes, another opens;
but often we look so long at the closed door that we do not see the one
which has been opened for us.

CONNECTING STUDENT LEARNING GOALS, STANDARDS, BENCHMARKS, AND OBJECTIVES EXAMPLE

Example 1: Sixth Grade

	Student Learning Goal	**Standard A (Personal and Social)**	**Assessment**
ASCA and Sioux City	(Write your local goal here)	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	
	Student Learning Goal	**Benchmark 1**	**Assessment**
Sioux City	(Write your local goal here)	Students will develop a positive attitude toward self as a unique and worthy person.	
	Student Learning Goal	**Objectives: Self-Development Grade Six**	**Assessment**
Passport Program	(Write your local goal here)	• Identify self-characteristics. • Normalize self-conscious feelings that begin to occur during this period of development. • Take multiple perception into account when forming opinions about oneself.	

Example 2: Tenth Grade

	Student Learning Goal	**Standard B (Career Development)**	**Assessment**
ASCA and Sioux City	(Write your local goal here)	Students will employ strategies to achieve future career goals with success and satisfaction.	
	Student Learning Goal	**Benchmark 1**	**Assessment**
Sioux City	(Write your local goal here)	Students will apply decision-making skills to career planning, course selection, and career transitions.	
	Student Learning Goal	**Objectives: Cognitive Development Grade Ten**	**Assessment**
Passport Program	(Write your local goal here)	• To learn a specific decision-making process. • To identify risks associated with decision-making. • To learn to assess the consequences of decisions.	

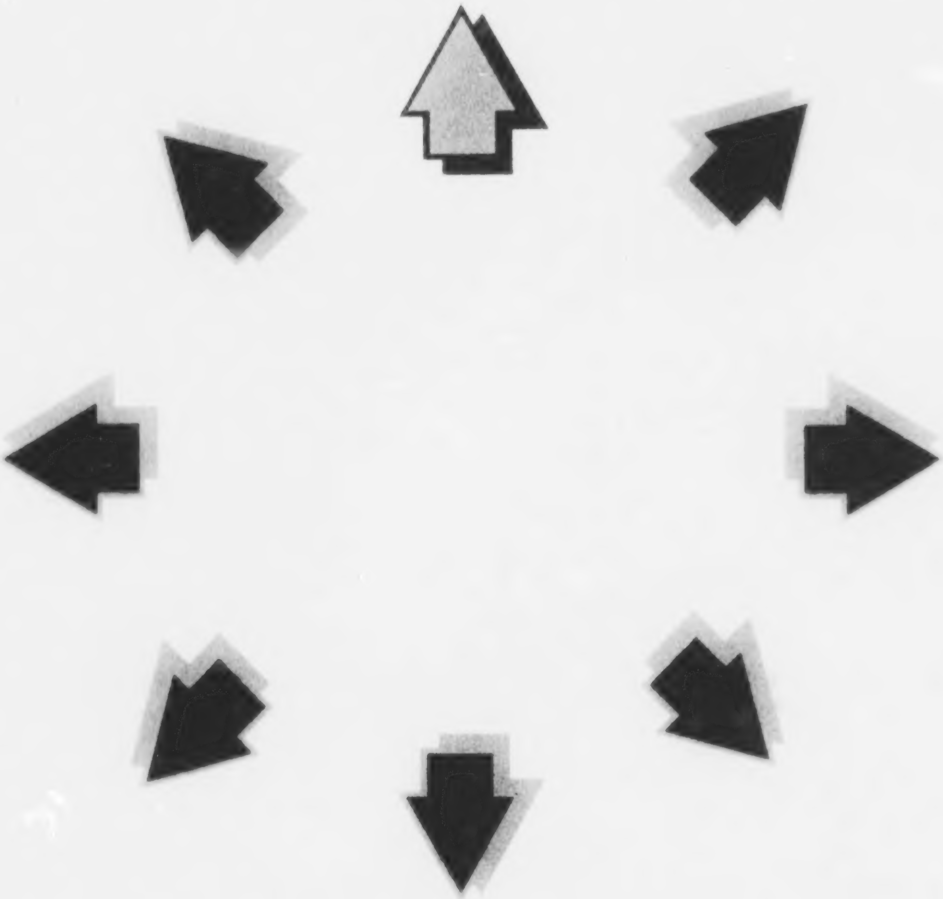
Example 3: Adult

	Student Learning Goal	Standard A (Personal-Social)	Assessment
ASCA	(Write your local goal here)	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect others.	
		Benchmark 4	
Sioux City	(Write your local goal here)	Recognize, accept, and appreciate individual, ethnic, and cultural differences.	
		Objectives	
	(Write your local goal here)	• Understand power structures and how they work. • Understand unearned privileges.	

CONNECTING STUDENT LEARNING GOALS, STANDARDS, BENCHMARKS, AND OBJECTIVES WORKSHEET

Level ______________________

School Name	**Student Learning Goal**	**Standard A (Personal and Social)**	**Assessment**
	Student Learning Goal	**Benchmark 1**	**Assessment**
	Student Learning Goal	**Objectives: Self-Development Grade Six**	**Assessment**



Counselor Role

ASCA ROLE STATEMENT

There is no substitute for school counselors as managers of school culture and of student development outcomes (academic, career, personal/social). When national, state, or local mandates overlook or underestimate the importance of the school counselor managing a comprehensive counseling and guidance program, the net result is that students ultimately will be underserved and their full potential will be underdeveloped. Effective school counselors are uniquely able to work with all students because they are specialists in human behavior and relationships. According to ASCA Role Statement, 2000-2001, there are four primary interventions that school counselors are expected to use, and for which they alone have specific and adequate training:

Counseling. This is accomplished individually and in small groups and is necessary to help students learn to better solve their problems.

Large Group Guidance. This is a preplanned curriculum that fosters academic, career, and personal/social development for all students, and is accomplished in collaboration with teachers and other school or volunteer personnel.

Consultation. School counselors work with administrators, teachers, and parents, mental health specialists, and other human services personnel to help students better succeed in education.

Coordination. School counselors organize, lead, manage, and evaluate the school counseling program, serving as a liaison between the school and other large systems (home, community) to help students achieve their goals, in concert with the academic mission of their local school.

School counselors are *professional advocates for schools*, who are expected to develop comprehensive programs that ***improve student learning***, to devote 70% of their time in direct delivery of services to students (curriculum, individual planning, and responsive services), and to operate within a school culture that maintains a recommended counselor-student ratio of 1:250. As student advocates, as members of the educational team, and as professionals integral to the school effort to teach students, school counselors are guardians of the safety of the school environment and of the rights of all members of the school community. As professionals, school counselors meet the state certification/licensure standards and continue their professional growth through active involvement in their professional organizations.

To sum, *school counselors are irreplaceable*. School administrators and local communities will realize that there is no substitute for competent school counselors, annual evaluation of the comprehensive school counseling and guidance program must be conducted, and the results of the evaluation must be shared with the wider school community. Through self-monitoring, self-governance, through adherence to a competency-based curriculum designed to effect student learning outcomes, and through competent intervention and prevention efforts in counseling, large group guidance, consultation, and coordination, school counselors can satisfy themselves and others that they are *unique contributors to the school mission.*

COUNSELOR ROLE

Elementary School Counselor

Primary Functions

An elementary counselor provides a comprehensive, developmental guidance and counseling program for students in grades K-6. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other elementary school educational programs.

Major Professional Responsibilities with Key Duties

1. **Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.**

   Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from elementary school to middle school/junior high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.

2. **Implement the elementary counseling curriculum, with the cooperation and collaboration of faculty and staff.**

   Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom (in accordance with the essential learnings and indicators outlined in the local school district model) in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

3. **Counsel small groups.**

   Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic issues, behavior patterns, peer problems, family issues, child abuse prevention, decision-making, and substance abuse prevention, among others.

4. **Counsel students individually.**

   Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis.

5. **Consult with teachers, staff, and parents regarding developmental needs of students.**

   Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.

6. **Refer students with critical needs, in consultation with their parents, to appropriate community resources.**

   Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.

7. **Coordinate, conduct, or participate in activities which contribute to the effective operation of the school.**

   Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.

8. **Ensure accessibility of all programs for all students.**

   Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.

9. **Evaluate and revise the building guidance program.**

   Review the school counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

10. **Pursue professional growth.**

    Attend state and local staff development programs; join professional organizations (Iowa School Counselor Association, Iowa Counseling Association, American School Counselor Association, American Counseling Association, etc.); read professional journals; attend relevant workshops and conferences sponsored by the state and national organizations; take post-graduate courses.

Middle School/Junior High School Counselor

Primary Functions

A middle school/junior high school counselor provides a comprehensive, developmental guidance and counseling program for students in grades 5-9. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other middle school/junior high school educational programs.

Major Professional Responsibilities with Key Duties

1. **Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.**

   Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from middle school/junior high school to high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration, and career planning activities.

2. **Implement the middle school/junior high school counseling and guidance curriculum.**

   Conduct developmentally sequenced counseling and guidance activities in the classroom (in accordance with the essential learnings and indicators outlined in the local school district model) in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

3. **Counsel small groups.**

   Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle school/junior high level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention.

4. **Counsel individual students.**

   Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis.

5. **Consult with teachers, staff, and parents regarding the developmental needs of students.**

   Participate in group consultation with administrators, teachers, parents, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.

6. **Refer students with critical needs, in consultation with their parents, to appropriate community resources.**

   Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.

7. **Participate in, coordinate, or conduct activities which contribute to the effective operation of the school.**

   Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.

8. **Ensure accessibility of all programs for all students.**

   Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.

9. **Evaluate and revise the building counseling and guidance program.**

   Review the school counseling/guidance program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

10. **Pursue professional growth.**

    Attend state and local staff development programs; join professional organizations (Iowa School Counselor Association, Iowa Counseling Association, American School Counselor Association, American Counseling Association, etc.); read professional journals; attend relevant workshops and conferences sponsored by the state and national organizations, take post-graduate courses.

High School Counselor

Primary Functions

A high school counselor provides a comprehensive, developmental counseling and guidance program for students in grades 9-12. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teacher, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other high school educational programs.

Major Professional Responsibilities with Key Duties

1. **Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.**

   Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from high school to their next steps in connecting to training and education programs. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration, and career planning activities.

2. **Implement the high school counseling and guidance curriculum.**

   Work with teachers to conduct developmentally sequenced counseling/guidance activities in the classroom or in advisor-advisee groups (in accordance with the essential learnings and indicators outlined in the local school district model). Facilitate the infusion of counseling/guidance activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

3. **Counsel small groups.**

   Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention.

4. **Counsel students individually.**

   Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis.

5. **Consult with teachers, staff, and parents regarding meeting the developmental needs of students.**

   Participate in group consultation with administrators, teachers, parents, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with school-related problems.

6. **Refer students with critical needs, in consultation with their parents, to appropriate community resources.**

   Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process to assist students and others to use special programs and services.

7. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school.**

   Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.

8. **Ensure accessibility of all programs for all students.**

   Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.

9. **Evaluate and revise the building guidance and counseling program.**

   Review the school counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

10. **Pursue professional growth.**

    Attend state and local staff development programs; join professional organizations (Iowa School Counselor Association, Iowa Counseling Association, American School Counselor Association, American Counseling Association, Iowa Community College Student Services Association, Iowa Association of College Admissions Counselors, etc.); read professional journals; attend relevant workshops and conferences sponsored by the state and national organizations; take post-graduate courses.

Community College Counselor

Primary Functions

A community college counselor provides comprehensive counseling services for students at the community college level. The counselor structures activities to meet the needs of her/his assigned caseload and consults with faculty, staff, and other support people to enhance their effectiveness in helping students.

Major Professional Responsibilities with Key Duties

1. **Academic counseling in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals.**

   Assess students' academic abilities, strengths, and disabilities; help in clarifying academic goals and selecting major; educational planning; referral to other support services. Establish strong links with other faculty across the college to ensure effective educational planning services for all students. Assist high school and re-entering adult students in their transition to college.

2. **Career counseling in which the student is assisted in assessing his or her aptitudes, abilities/interests, and is advised concerning current and future employment trends.**

   Teach the career development process and the importance of setting and achieving academic and life goals. Because the career development process is holistic and lifelong, counselors assist students in examining their lives as a whole – values, interests, aptitudes, and life circumstances; students are made aware that career skills learned now, such as career exploration and decision-making methods, may be useful throughout a lifetime. Deliver services in a variety of ways, including individual and group counseling, providing workshops, and teaching college courses.

3. **Personal counseling in which the student is assisted with personal, family, or other social concerns.**

   Provide services to students whose personal life issues interfere with their academic success. Provide individual and group counseling, crisis intervention, support groups, courses or workshops on personal life issues, and refer more serious problems to mental health professionals. Develop curriculum and offer courses and workshops that encourage the holistic development of the student as a functioning member of society. Develop community referral resources.

4. **Crisis intervention, either directly or through cooperative arrangements with other resources on campus or in the community.**

   Assist students in acute emotional distress and develop an intervention plan with students in personal crisis who require immediate attention. Work closely with college administration and community agencies to ensure needs of students in crisis are met. Participate in campus-wide crisis intervention teams.

5. **Multicultural counseling in which students are counseled with a respect for their origins and cultural values.**

   Become aware of how counselor's own background and experiences form their perceptions and realize that students from different cultures do not share the same cultural experiences. Be aware that some student's decision-making and lifestyle choices may be in conflict with the counselor's expectations or the college's policies and procedures. Learn about how oppression, discrimination, and stereotyping have affected and continue to affect our diverse student population. Actively seek out educational and life experiences that enrich cross-cultural knowledge, understanding, and skills. Use above to provide more effective multicultural counseling.

6. **Outreach to students and community members to encourage them to avail themselves of services focusing on maximizing every person's potential to benefit from the academic experience.**

   Reach out to potential and current students who otherwise may not avail themselves of needed services.

7. **Consultation to the college governance process and liaison to the college community to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.**

   Consult with faculty and staff, as needed, within the limits of confidentiality. Identify needs and advocate for students to administration, faculty, and staff.

8. **Research and review of the counseling program and services with the goal of improving their effectiveness.**

   Undergo regularly scheduled reviews (i.e., once per accreditation cycle), and be linked to the college program review process. Document program strengths and concerns and develop a program improvement plan.

9. **Training and professional development for counseling staff, interns, and others in the college community.**

   Counseling faculty must be competent in providing academic, career, personal/social, counseling, and crisis intervention services to students. Therefore, the college should require a minimum of 25 hours a year of professional development activities, at the college's expense, and encourage professional development beyond that minimum. The counseling faculty provides formal orientation and training for all new counseling faculty, full- and part-time, temporary and permanent, to ensure they possess the essential knowledge to perform their jobs. Counseling faculty provide inservice training to other departments upon request.

10. **Maintain student confidentiality.**

    All faculty and staff, including interns and student workers, receive training about confidentiality and proper maintenance of records.

COUNSELOR ROLE

Components	Role of the School Counselor
Guidance Curriculum: Provides guidance content in a systematic way to all students.	• **Structured:** Facilitate the developmental guidance curriculum, e.g., large group. • **Classroom:** Assist or team with faculty in teaching activities related to personal/social development, academic development, and career development.
Individual Planning: Helps students monitor and understand their own development.	• **Conferences:** Guide individuals and groups of students through the development of educational, career, and personal plans; this includes post-secondary planning. • **Coordinate:** Coordinate parent participation in the student individual planning. • **Monitor:** Assist students in the implementation of plans and next step planning. Coordinate parent/family participation in reviewing plans. • **Assessment:** Interpret test and other appraisal results appropriately.
Responsive Services: Addresses immediate concerns of students.	• **Counseling:** Counsel with students individually about their concerns using accepted theories and techniques appropriate to school counseling. • **Small Groups:** Conduct structured, goal oriented groups to meet students needs for learning. • **Referral:** Use an effective referral process to help students, families, and others use special programs and services. • **Coordinate:** Coordinate and partnership with school and community personnel to bring together resources for students and families. • **Consultation:** Conference with parents, faculty, administrators, and other relevant individuals to improve student achievement.
System Support: Includes program and staff support activities and leadership.	• **Program Leadership:** Plan, implement, and evaluate annually the building guidance program. • **Leadership/Participation:** Assessment program, school improvement, and staff development. • **Consultation:** Coordinate, conduct, or participate in school improvement initiatives. Partnership with resources to improve school achievement.

Suggested Distribution of Total Counselor Time

	Elementary School	Middle/Junior High School	High School	Community College
Guidance Curriculum	40	35	25	15
Individual Planning	10	25	35	35
Responsive Services	35	25	25	35
System Support	15	15	15	15
	100%	**100%**	**100%**	**100%**

Adopted from the Comprehensive Guidance Programs That Work – I (Gysbers and Henderson) 1997
Iowa Community College Student Services Association

PROFESSIONAL DEVELOPMENT AND ASSOCIATIONS

Professional development involvement is crucial in the continued career development of school counselors. Professional development through local, state, regional, or national conferences and workshops provide counselors the opportunity to gain new knowledge and skills relevant to serving their students and their educational systems. This exposure to new and innovative practices provides rejuvenation and enhancement of comprehensive developmental counseling programs. Participation in professional development activities is an ethical consideration. The Ethical Standard for School Counselors from the American School Counselor Association (ASCA, 1992) clearly indicate the professional responsibility of the school counselors commitment to professional development in the following guidelines:

- Actively participates in local, state, and national associations that foster the development and improvement of school counseling (E.3).
- Contributes to the development of the profession through the sharing of skills, ideas, and expertise with colleagues (E.6).

The professional development of school counselors can be described in four categories: Professional Preparation, Professional Associations, Professional Resources, and Professional Supervision. Each of these areas will be presented with practical information for counselors in Iowa.

Professional Preparation

Individuals seeking to pursue preparation as a school counselor in Iowa have several choices of educational institutions. Iowa colleges and universities which offer counselor preparation programs are: Iowa State University, The University of Iowa, and The University of Northern Iowa. Contact information for each of these institutions are listed:

Iowa State University
Contact: Counselor Education, Educational Leadership and Policy Studies, College of Education, N221-1, Lagomarcino Hall, Iowa State University, Ames, IA 50011. Telephone: (515) 294-5746. Website: http://www.educ.iastate.edu/elps/coed/hmpg.htm/.

The University of Iowa
Contact: Division of Counseling, Rehabilitation and Student Development, N338 Lindquist Center, College of Education, The University of Iowa, Iowa City, IA 52242-1529. Telephone: (319) 335-5275. Website: http://uiowa.edu/~counsed/.

University of Northern Iowa
Contact: Department of Educational Leadership, Counseling, and Post-secondary Education, College of Education, 508 Schindler Education Center, University of Northern Iowa, Cedar Falls, IA 50614-0604. Telephone: (319) 273-2226. Website: www.uni.edu/coe/elcpe/.

Loras College
Contact: Office of the Graduate Division, Keane Hall 123, 1450 Alta Vista Street, Dubuque, IA 52004-0178. Telephone: (319) 588-7139. Website: http://www.loras.edu/.

Buena Vista University
Contact: Director of Graduate Studies Program, Smith Hall 203, Storm Lake, IA 50588. Telephone: (712) 749-2190. Website: http://grad.bvu.edu/.

Drake University
Contact: Linda Nebbe, Counseling Education, 3266 University Avenue, Drake University, Des Moines, IA 50311-4505. Telephone: (515) 271-4816. Website: http://www.educ.drake.edu/counseling/counsmainpage.htm/.

Professional Associations

Professional associations serving school counselors are a major resource for training and development, through both publications and programs. The Iowa School Counseling Association (ISCA) and the America School Counseling Association (ASCA) are the associations serving the professional most directly. Other associations such as the Iowa Counseling Association (ICA), the American Counseling Association (ACA), and the Iowa Community College Student Services Association (ICCSSA) provide professional development activities and resources. Each association provides conferences, professional development programs, and advocacy activities. In addition, ASCA publishes a national journal, *The Professional School Counselor*, and newsletters including the *ASCA Counselor*, and the *ASCA Newsletter* which are online and available at the ASCA website at http://www.schoolcounselor.org.

The ISCA, ASCA, and ICCSSA organizations are avenues that provide school counselors with opportunities to pursue professional growth and promote continued counseling education. As such, professional school counselors are encouraged to become members and attend national, state, and local professional development programs; access the professional journals; attend relevant workshops and conferences sponsored by related professional organizations; take postgraduate courses; and share with colleagues. Such membership in the organizations promotes the professional role and advocacy strength of school counselors. Addresses of these organizations are provided:

American School Counselor Association
E-mail: asca@schoolcounselor.org
801 North Fairfax Street, Suite 310
Alexandria, VA 22314

American Counseling Association
E-mail: membership@counseling.org
999 Stevenson Avenue
Alexandria, VA 22304-3300

Iowa School Counselor Association
E-mail: www.iowaschoolcounselor.org

Iowa Community College Student Services Association (ICCSSA)
Contact: Penny Schempp, Western Iowa Tech Community College
Telephone: (712) 274-6400, Extension 1293

Licensure and Credentialing

State of Iowa

Licensure and credentialing are important in the field of counseling as a means of protecting the students and families we serve. Licensing and credentialing organizations establish standards and consistency in the professional preparation, training, and employment of school counselors. In Iowa, the Board of Educational Examiners has the responsibility of evaluating applicants for licensure as school counselors in the state. As stated by the Iowa Department of Education, clear guidelines have been established:

> Every practitioner employed in a public school is required to hold a license valid for the type of position in which he/she is employed. Each teacher of pupils of compulsory school age who works in a private school is required to hold a license. Each teacher employed in a school district, in addition to holding the appropriate type of license, must

be assigned to teach subjects and give services in accordance with the standards of the Board of Educational Examiners (http://www.state.ia.us/educate/directory/teacher_licensure.html).

For information concerning licenses and endorsements, address the Bureau of Practitioner Preparation and Licensure, Department of Education, Grimes State Office Building, Des Moines, IA 50319. Licensure requirements for Iowa are found in the Appendix, pages 227-234.

National

At the national level, professional counselors have additional credentialing bodies. The National Board of Certified Counselors (NBCC) was established to monitor national certifications.

The requirements to receive the credentials of the NBCC Board are as follows:

- A master's degree or higher with a major study in counseling from a regionally-accredited university. NBCC defines a major study in counseling as one in which more than half (but no less than 24 semester hours or quarter hour equivalent) of the degree reflect the required coursework.
- A minimum of 48 semester or 72 quarter hours of graduate level coursework with at least one course in the following areas:
  1. Human Growth and Development
  2. Social and Cultural Foundations
  3. Helping Relationships
  4. Group Work
  5. Career and Lifestyle Development
  6. Appraisal
  7. Research and Program Evaluation
  8. Professional Orientation and Ethics

  Coursework must be at least two semester hours or three quarter hours in length.
- Two academic terms of supervised field experience in a counseling setting. Applicants who have only one academic term of field experience may substitute one additional year of post-master's supervised experience (1,500 extra hours of activities directly related to counseling and 50 extra hours of face-to-face supervision) beyond the required two years of post-master's supervised experience.
- Two years of post-master's counseling experience with 3,000 hours of work as a counselor and 100 hours of face-to-face supervision, each over the two-year period. (This requirement is waived if you graduated from a program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).)
- Two professional endorsements, one of which must be from a recent supervisor. The counseling supervisor must have an advanced degree (master's or higher) in counseling or a related field (psychology or social work).
- A passing score on the National Counselor Examination for Licensure and Certification (NCE™). If you have already passed the NCE™ for your state license or credential, you might be NCE™ exempt.
- More information on coursework requirements is on NBCC's web site at: http://www.nbcc.org/coursework.htm/.

Educational Support Resources

Educational Support Resources include support service agencies which provide educational and human resources to school counselors in the field. The most noted of these educational support resources in Iowa are the Area Education Agencies (AEA) strategically located throughout the state. The agencies are necessary in the professional development of school counselors in each area. Additional information may be obtained through the website: http://www.edinfo.state.ia.us/.

ETHICAL STANDARDS
AMERICAN SCHOOL COUNSELOR ASSOCIATION

Revised June 25, 1998

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice, regardless of age color, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for goals reached.
4. Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has specified the principles of ethical behavior necessary to maintain and regulate the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of its members. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all professional school counselors, regardless of level, area, population served, or membership in this professional association.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents, colleagues and professional associates, schools and community, self and, the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A. RESPONSIBILITIES TO STUDENTS

The professional school counselor:

a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.

b. Is concerned with the educational, career, emotional, and behavior needs and encourages the maximum development of each counselee.

c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.

d. Is responsible for keeping informed of laws, regulations or policies relating to counselees and strives to ensure that the rights of counselees are adequately provided for and protected.

A.2. Confidentiality

The professional school counselor:

a. Informs the counselee of the purposes, goals, techniques and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared statement of disclosure.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

c. Discloses information to an identified third party, who by his or her relationship with the counselee is at a high risk of contracting a disease that is commonly known to be both communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and that he/she is not intending to inform the third party in the immediate future.

d. Requests from the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the obligation of the counselor as a professional person. In a group setting, the counselor sets a norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A.3. Counseling Plans

The professional school counselor:

Works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

A.4. Dual Relationships

The professional school counselor:

Avoids dual relationships which might impair his/her objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

A.5. Appropriate Referrals

The professional school counselor:

Makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources, and making appropriate plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A.7. Danger to Self or Others

The professional school counselor:

Informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and clarify counselee and counselor expectations.

A.8. Student records

The professional school counselor:

Maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selection, administration, and interpretation of assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring and interpretation which may differ from that required in more traditional assessments.

b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language that can be understood by counselee(s).

c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

d. Utilizes caution when using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized.

A.10. Computer Technology

The professional school counselor:

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that (1) computer applications are appropriate for the individual needs of the counselee, (2) the counselee understands how to use the application, and (3) follow-up counseling assistance is provided. Members of under-represented groups are assured equal access to computer technologies and the absence of discriminatory information and values within computer applications.

b. Counselors who communicate with counselees via internet should follow the NBCC Standards for Web Counseling.

A.11. Peer Helper Programs

The professional school counselor:

Has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer helper programs under his/her direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. RESPONSIBILITIES TO PARENTS

B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish as appropriate, a collaborative relationship with parents to facilitate the maximum development of the counselee.

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

c. Is sensitive to the cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their position and according to law.

B.2. Parents and Confidentiality

The professional school counselor:

a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

b. Provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains a professional relationship with faculty, staff and administration to facilitate the provision of optimum counseling services. The relationship is based on the counselor's definition and description of the parameters and levels of his/her professional roles.

b. Treats colleagues with respect, courtesy, fairness and in a professional manner. The qualifications, views, and findings, of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and optimally utilizes related professionals and organizations to whom the counselee may be referred.

C.2. Sharing Information With Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in the best interest of counselees.

b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between the counselee and the counselor.

c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail his/her effectiveness in providing programs and services.

d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire for professional counseling positions only individuals who are qualified and competent.

e. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet the counselee's developmental needs and (3) a systematic evaluation process for comprehensive school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

Collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a counselee.

c. Strives through personal initiative to maintain professional competence and keep abreast of scientific and professional information. Professional and personal growth is continuous and ongoing throughout the counselor's career.

E.2. Multicultural Skills

The professional school counselor:

Understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts his/her values and beliefs about the counseling process.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts himself/herself in such a manner as to advance individual, ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research, statistical, or program planning purposes, the counselor ensures protection of the identity of the individual counselees.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state and local governments.

e. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations which foster the development and improvement of school counseling.

b. Contributes to the development of the professional through the sharing of skills, ideas, and expertise with colleagues.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, Association members and non-members, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in the Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide.

1. The counselor should consult with a professional colleague to confidentially discuss the nature of the complaint to see if he/she views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek appropriate resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

    - State school counselor association

    - American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating and consulting with the membership regarding the ethical standards. The Committee periodically reviews and recommends changes in the code as well as the Policies and Procedures for Processing Complaints of Ethical Violations. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o The Executive Director, American School Counselor Association, 801 North Fairfax Street, Suite 310, Alexandria, VA 22314.

ETHICAL STANDARDS
AMERICAN COUNSELING ASSOCIATION

Adopted April, 1995

The American Counseling Association (ACA) document lists 51 standards in eight areas of practice:

A. The Counseling Relationship
B. Confidentiality
C. Professional Responsibility
D. Relationship with Other Professionals
E. Evaluation, Assessment, and Interpretation
F. Teaching, Training, and Supervision
G. Research and Publication
H. Resolving Ethical Issues

The following section *highlights* ACA standards that have particular applicability to community college counseling practice.

A. The Counseling Relationship

One of the great strengths of the community college is the diversity of populations they serve. Counseling faculty should be mindful of the individuality and value of each person who seeks educational services. Counseling faculty should not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital, or socioeconomic status.

Counseling faculty are mindful of their professional limitations, and the limitations of their counseling program's services. If they determine that they are unable to be of professional service, they should make referrals to alternative resources.

Counseling faculty do not engage in any type of sexual activity with their counselees. They are cognizant of their positions of power over their counselees, and thus should avoid dual relationships, such as business, personal, or familial relationships, that might impair their judgment or increase the risk of harm to their counselees.

B. Confidentiality

Counseling faculty keep confidential any information related to a student's use of counseling services, avoiding unwarranted disclosure of information. However, there are exceptions. The rule of confidentiality does not apply when "disclosure is required to prevent clear and imminent danger to the counselee or others, or when legal requirements demand that confidential information be revealed." When possible, students are informed before confidential information is disclosed. Counseling faculty consult with other professionals, the counseling administrator, and legal counsel when in doubt as to the validity of an exception. Counseling faculty have the obligation to ensure that confidentiality is maintained by all support staff as well. The counseling program's procedures provide for confidentiality in creating, securing, accessing, transferring, and disposing of all counseling records.

C. Professional Responsibility

Counseling faculty have the responsibility of maintaining their professional competence by engaging in continuing education activities. Counseling faculty must not use their place of employment in the community college as a means of recruiting clients for their private practice. They must not use their professional positions to seek unjustified personal gain, sexual favor, or unearned goods and services.

D. Relationship With Other Professionals

Counseling faculty establish working agreements with supervisors and colleagues regarding counseling relationships, confidentiality, and adherence to professional standards. Counseling faculty do not engage in practices that are illegal or unethical.

E. Evaluation, Assessment, and Interpretation

Counseling faculty provide only those assessment services for which they are trained. Counseling faculty apply professional standards in the selection of test instruments, administration of the tests, security of the tests, scoring, and interpretation. Before assessment is conducted, counselees are apprised about its nature, purpose, and use of the results. Assessment results are released to the client only after an accurate interpretation has been provided.

F. Training and Supervision

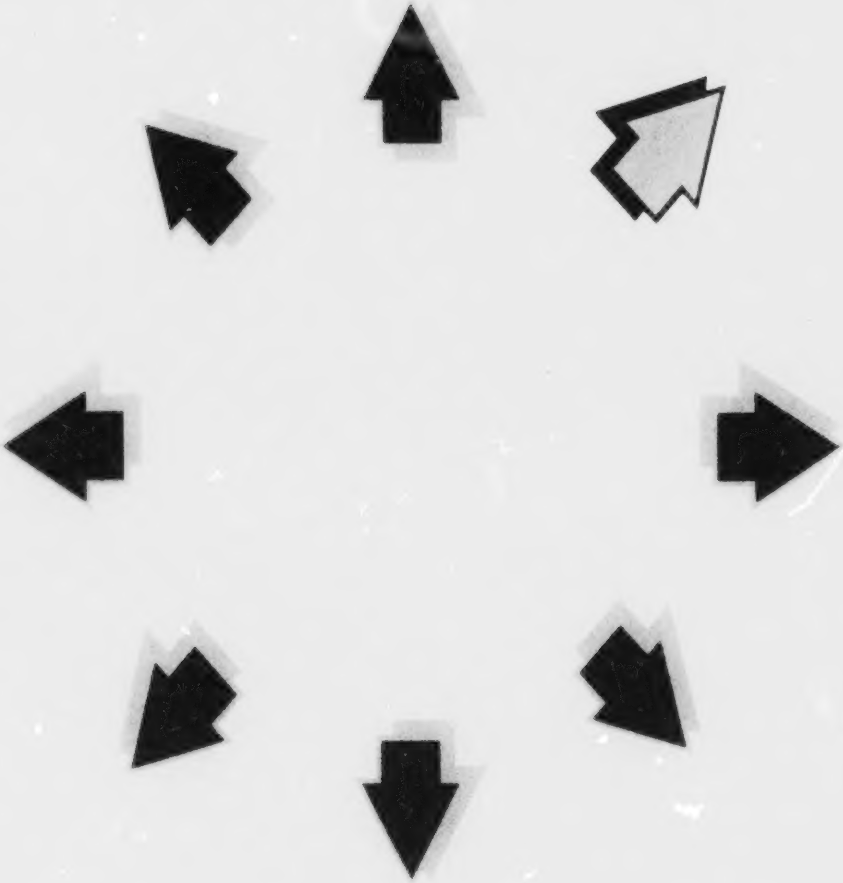
Counseling faculty are knowledgeable about the ethical, legal, regulatory aspects of their profession, and are skilled in applying that knowledge in their training of others. They serve as role models of professional behavior. Counseling faculty who supervise the counseling services of others, such as interns, take reasonable steps to ensure the services provided are professional. They clearly state in advance to the individuals they train the levels of competency and responsibility expected, the appraisal methods, and the timing of evaluations.

G. Research and Publication

Counseling faculty seek consultation and observe stringent safeguards to protect the rights of students and research participants. Information obtained from students or other research participants is kept strictly confidential.

H. Resolving Ethical Issues

Counseling faculty have the responsibility of upholding the standards of their profession. As part of that responsibility, when counseling faculty possess reasonable cause to believe that a fellow counseling faculty member may not be acting in an ethical manner, they should take appropriate action. This may include consultation with the counseling faculty member, with others knowledgeable about ethics, or with administrators, legal advisors, and professional organizations.



Program Implementation

COUNSELOR ROLES IN PROGRAM IMPLEMENTATION

While all aspects of developing a comprehensive developmental program are essential, perhaps the most critical piece is the actual implementation: how is the program put in place? The counselor assumes four key roles in program implementation:

- **Leader:** The counselor serves as a leader in promoting the concept of comprehensive counseling/ guidance and in sharing information and skills that contribute to a positive school environment for all students.
- **Counselor:** The counselor provides direct service to students through individual and small group counseling, crisis intervention, and classroom guidance (in conjunction with teachers).
- **Consultant:** The counselor indirectly ensures healthy student development by collaborating with teachers, parents, administrators, teacher associates, the school nurse, outside agency personnel, and other support staff on how to best address the needs of children.
- **Coordinator:** The counselor coordinates referrals to outside agencies; coordinates school-community linkages; and helps coordinate counseling-related programs within the school such as advisor-advisee, student assistance, and peer counseling.

This section includes practical suggestions on how to implement a program, along with some sample time frames and an action plan for change.

Dance as if no one were watching.

Sing as if no one were listening.

And live every day as if it were your last.

-- Irish Proverb

PROGRAM IMPLEMENTATION
K-12

Whether you are a new counselor implementing a program for the first time or an experienced counselor who is transitioning from a traditional program to a comprehensive developmental program, the following implementation suggestions may help you achieve your goals:

☐ Do a needs assessment to determine what, in addition to normal developmental issues, needs to be targeted for intervention and prevention.

☐ Establish an advisory committee consisting of several teachers, parents, administrators, and community members to help you identify standards, benchmarks, and grade-level competencies.

☐ Inservice teachers, support staff, administrators, and parents about your role and the principles of a comprehensive developmental program. Do not expect that others know what counseling is; or worse yet, they may have outdated notions and preconceived ideas that are not consistent with the philosophy of a comprehensive program. It is very important that you do not allow others to define your role and function. This will happen if you are not clear in communicating what you do and why you do it. The best way to avoid being assigned non-counseling functions is to help others understand all the important aspects of your role.

☐ Develop a systematic way to publicize and promote your program. Do not assume that just because you exist, others will want to be a part of your program. You must inform your publics through newsletters, brochures, letters, and video presentations about how you help children and what you can do to enhance their development. Team with other counselors in your school or area and share responsibility for writing short informational columns on issues related to child/adolescent development, career decision-making, or helping children develop good study habits, for example. The more you are "out there" and visible, the less dispensable you are. Contact ASCA for great public relations information.

☐ Be accountable. Keep track of the number of students you see weekly for individual, small group, and classroom guidance. Also, note teacher and parent consultations. This is good information to present periodically to administrators and school board members to help them understand your role and how you spend your time. Numbers speak . . . but at the same time, you can't be all things to all people, especially if you have over the recommended 250 student per counselor ratio. Advocate for more counseling positions by also keeping track of the number of requests that are impossible to accommodate given your load. This information may also help administrators see that it is more efficient to hire clerical help to put test scores on cum folders, for example, so that you can be free to see students requesting services.

☐ At the beginning of each year, meet with each teacher individually to discuss their needs for a guidance program, best times for you to take students out of their classrooms for individual and small group counseling, and how to coordinate classroom guidance and infuse guidance standards into the school curriculum and climate. Establishing a regular time to meet bi-weekly is also an excellent way to guarantee frequent communication, coordination, and consultation regarding students. At the elementary and middle school levels, these meetings are often conducted as grade level meetings, depending on the number of teachers. At the secondary level this varies; it may be with advisors if there is an advisor-advisee program. This regularly scheduled contact is important to assure that the guidance program becomes an integral part of the total educational program. Regularly scheduled time with administrators is also strongly encouraged. Although these efforts take away from direct time with students, the advantages are numerous: you establish yourself as part of a team, increase your credibility, and provide indirect service to more students. Remember, however, that you must adhere to the ACA ethical guidelines and cannot divulge specific information about students that they share with you in confidence. A copy of the ethical guidelines is contained in this document on page 128.

☐ Start the year by meeting with all students in classroom guidance sessions to explain who you are, what you do, and how you can be of help to them. Demystify the counseling process so they don't think they are "sick" or "crazy" if they come to see you. Spend several sessions doing some community building activities with students in order to help them become acquainted with you and with each other.

☐ After this initial community building/get-acquainted time, you will begin to identify, either through teacher or parent referral or self-referral, students who would benefit from small group or regularly scheduled individual counseling. You may also have targeted students who need follow-up from the previous year. Regularly scheduled classroom guidance units may also begin at this time. If you run a small group for a six-week sequence, consider leaving a week or at least several days between groups so you have time to plan for the next series of groups.

☐ High school counselors should develop a sequential calendar of all activities related to career planning and post-secondary plans. Obviously, some career exploration will begin at the elementary level as a very general exposure to various jobs, but at this level, the essence of career development is the counseling curriculum that emphasizes social, emotional, cognitive, and self-development. In middle school/junior high, there is increased exposure to career options and some emphasis on goal setting and career decision-making. However, given that adolescents are struggling so much during this period of development with self-identity and emotional stability, it is not reasonable to expect that they will be interested in looking four years ahead at career choices when their sense of time is so immediate. Even for many high school students, thinking about the future is very difficult. It is, therefore, very important to take into consideration specific developmental characteristics as you develop your sequence of career activities and post-secondary planning.

☐ Keep a master calendar that you give to teachers and administrators. Identify the days of the week, your time slots, and the activity (i.e., third grade small group, seventh grade teacher consultation, individual counseling (don't use individual names of students). This is not only an excellent way to show others how you spend your time, but is also a great accountability tool.

☐ Make sure you have private office space. If you have glass windows on your door, cover them up. Remember, counseling is confidential; students usually don't want everyone else knowing they are seeing the counselor. Also, remember that the teachers' lounge is not a good place to discuss students, and that "checking in" with students in the hallways or other public places also does not assure confidentiality.

PHYSICAL FACILITIES FOR PROGRAM IMPLEMENTATION

Counseling services should be readily accessible and visible to all students, including those who are physically challenged. Wherever counseling services are offered:

- ☐ Each counselor must be provided with a soundproofed office, to assure student confidentiality.
- ☐ Each office should have a telephone with messaging capabilities, a computer with access to student records and other pertinent information, and secure file storage.
- ☐ Offices should create an inviting environment for students and a safe and functional work site for counselors.
- ☐ Counseling services should have up-to-date computers, copiers, and other equipment to support record-keeping, research, and publication activities. Technical resources for media presentations should also be available.
- ☐ Student records should be maintained in a secure environment to ensure confidentiality.
- ☐ A library of resources of career, academic, and personal/social to students.
- ☐ Counselors should have access to space suitable for group counseling sessions and staff meetings.
- ☐ A written disaster plan should be displayed, outlining procedures for emergency evacuations for both crime and natural disasters. A personal security system should be in place where police can be notified immediately in case of emergencies.

> *"Children require guidance and sympathy far more than instruction."*
>
> *-- Ann Sullivan, Helen Keller's Childhood Teacher*

PROGRAM IMPLEMENTATION
COMMUNITY COLLEGE

The organization and administration of a counseling program greatly impacts its effectiveness. Include the following key elements to ensure success:

☐ A specific individual designated by the institution to administer the counseling program. This administrator should possess the minimum qualifications of the counseling discipline.

☐ An administrator skilled in leadership, fiscal management, interpersonal relations, cultural sensitivity, staff selection and training, planning, and evaluation. The administrator should also possess a thorough knowledge of student development theory and practice, as well as of the community college system.

☐ Counseling faculty who have a major role in developing the job description, and hiring the administrator.

☐ An administrator of the counseling program who is positioned in the administrative structure to interact effectively with other administrators.

☐ Specific responsibilities of the counseling program that are clearly delineated, published, and disseminated to the entire college community.

☐ Counseling services are defined and structured primarily by the counseling faculty who provide these services, to ensure that those who are most knowledgeable about these issues have the major role in making decisions that directly affect service delivery to students.

☐ Counseling services should be funded adequately to accommodate the needs of students. Services should be scheduled to meet fluctuations in student demand. Scheduling should also allow counseling faculty to participate in staff development activities.

☐ Counseling sessions should be of appropriate length to allow students to fully discuss plans, programs, courses, academic progress, and other subjects related to their educational progress.

☐ Counseling services are delivered by a variety of methods including individual sessions, group sessions, workshops, and classes.

☐ Adequate and equitable resources should be made available to the counseling program in order to implement quality services.

☐ Counseling program services are originated in a way that provides for direct and ongoing interaction of counselors with other faculty, staff, and administrators.

ADDITIONAL CONSIDERATIONS FOR IMPLEMENTATION OF COMMUNITY COLLEGE COUNSELING/GUIDANCE PROGRAMS

The quality of a counseling program is dependent upon the level of staffing and the qualifications of the professionals providing the services. The community college should hire an adequate number of counselors who are trained to handle the wide variety of concerns that affect community college students.

1. Counselors must meet the minimum qualifications in section 282, Chapter 16, of the Iowa Administrative Code. They must have a master's degree in counseling or college student personnel work (with an emphasis in counseling) from an accredited graduate school. Counselors must be certified through the Iowa Department of Education.

2. Sufficient counseling faculty should be available to meet student needs and comply with state mandates. Students should have access to non-emergency counseling services within one week of requesting such services.

3. The counseling program should, whenever possible, ensure that the counseling faculty reflect the cultural and ethnic diversity of the local community.

4. There should be sufficient numbers of full-time counseling faculty to allow for active participation in college governance and professional development activities, without disruption of services to students.

5. There should be standardized and consistent hiring and training for all counseling faculty, regardless of full- or part-time status. Training should include familiarization of counseling faculty with all programs and services, specific campus populations and college policies.

6. Sufficient support staff should be available to maintain student records, organize resource materials, receive students, make appointments, and handle other operational needs. Technical and computer support staff should be available for research, data collection, systems development, and maintenance of electronic equipment and software.

"Be the change you wish to see in the world."

-- Ghandi

INFUSING COUNSELING AND GUIDANCE INTO THE TOTAL SCHOOL ENVIRONMENT

Traditionally, the guidance counselor has been the counseling program, but current transformational models suggest that counseling needs to be an integral part of the total education program. Inherent in this approach is the assumption that there is consensus about the program goals, including a clear understanding of the professional function and overall mission of the school counseling program. Input from an advisory council as well as from parents, staff, and administration is critical so that they feel a part of the program and can invest in the process.

Once the goals and mission have been identified, the counselor needs to take a leadership role, collaborating with school personnel to develop program objectives. Once these have been identified, the counselor again assumes a leadership role through inservices and consultation to help the school and community infuse these objectives in the following ways. For the best results, all five methods should be implemented.

1. Integrate Objectives into Subject Area Courses

When introducing subject matter, the typical approach is to teach facts and concepts. By moving beyond this level to the personalization level, guidance objectives can readily be integrated into most subject matter areas. For example, when reading a story about a mail carrier, elementary teachers can introduce career development concepts as well as multicultural (non-sexist) information. Having students identify skills, this career choice would entail and whether this is of interest to them stimulates thinking about this area and is a viable way of integrating career development awareness into the curriculum.

This integration can happen in numerous other ways. Language arts teachers who use journals can assign personal reflection topics that reflect guidance objectives. Examples include having students write about their strengths and weaknesses, future goals and career aspirations, or difficult decisions they have made. These topics should be developmentally appropriate, and teachers and counselors can collaborate on suggested topics. In math units on money, students can be asked to discuss personal values about earning and spending money. Language arts novels that depict developmentally-relevant themes could be selected, with projects designed to help students reflect on the literature and personalize it to their own situations. Social studies units on war/conflict can also address personal conflicts that students struggle with at their developmental level.

2. The Teachable Moment

For true infusion, everyone in the school community needs to reinforce guidance objectives at the "teachable moment." For example, teacher associates can instruct children on conflict management strategies during recess. Before an exam, teachers can engage students in a brief discussion about their anxiety and help them identify helpful ways to handle the stress. Bus drivers can greet students in a friendly manner as they board the bus and compliment them on good behavior as they leave. Coaches can use time in the players' bus to process feelings about a defeat and help them put the loss in proper perspective. The intent is to use opportunities as they arise to reinforce guidance concepts.

3. School Structure

Although the most difficult to do, this is the most important method of infusion. This entails looking carefully at policies and practices in the school, home, and community which do or do not reinforce the guidance objectives and working on a plan to change those that don't. For example, a common guidance objective is to help students make good decisions about drugs and alcohol, but if the community supplies liquor to minors, students get conflicting messages. Or, if a guidance objective is to help students recognize their strengths but also acknowledge and work to improve their mistakes, practices that reward only the top "perfectionistic" students may need to be examined. Many counselors also stress cooperation versus competition, yet recess games may be competitive, not cooperative. The point is that there should be congruence between the overall mission and goals of the guidance program and practices within the school, home, and community. Furthermore, schools need to be developmentally sensitive as a way of reinforcing the broad goal of developmental guidance. Practices such as having self-conscious middle school students undress for physical education, starting school at 7:00 a.m. or 7:30 a.m. for high schoolers whose biological clock is set for late nights and late mornings may need to be re-examined. Oftentimes, discipline or truancy problem can be reduced if these practices are appropriate.

4. Learning Centers

Many elementary and middle school utilize learning centers, and school counselors can encourage introduction or reinforcement of guidance concepts through centers. Self-awareness games, feeling flashcards, career exploration activities, or decision-making dilemmas can readily be included in the learning center selections.

5. Guidance Lessons

One of the most "deliberate" of all methods, this is very important as a way of assuring that all students will learn "what growing up is all about." This method, in the form of classroom guidance lessons, is the building block for a comprehensive K-12 program and includes information that helps children and adolescents in the areas of social, emotional, cognitive, and self-development. The intent is to equip student with knowledge and skills to handle normal developmental problems, with the overall goal being to minimize negative emotional or behavioral reactions that lead to self-defeating behaviors. Counselors need to train teachers to do these so that it doesn't consume too much of their load, leaving no time to carry out their other important aspects of the counselor's role. Guidance lessons target all students and the lessons are preventative in nature. Additionally, school counselors, psychologists, and social workers may work with identified students individually or in small groups to reinforce these concepts.

Figure 8

ROLE OF SCHOOL PERSONNEL AND COMMUNITY MEMBERS IN A DEVELOPMENTALLY BASED COUNSELING AND GUIDANCE PROGRAM

PERSONNEL	ROLE
Director of Guidance **Counselors** **Director of Counseling**	• Works with administration and supervisory staff to plan and develop the K-12 guidance curriculum. • Assigns staff and coordinates all curricular guidance activities. • Coordinates the guidance program and the resources provided by teachers, parents, and others. • Promotes a comprehensive, pupil service developmental guidance model delivery system.
Principal **Dean of Students**	• Encourages staff members to upgrade skills and knowledge for implementing guidance programming. • Encourages counselors to assume managerial role to facilitate the establishment of a developmental guidance program. • Monitors program effectiveness for the goals, objectives, and student outcomes identified in the Developmental Guidance Program.
Director of Curriculum **Curriculum Committee**	• Works with guidance staff to plan, implement, and evaluate the comprehensive developmental guidance program.
District Administrator **Chief Administrator**	• Views all school personnel as having a part to play in an articulated developmental guidance program. • Requires accountability and evaluation of the progress toward goals, objectives, and student outcomes.
Board Member	• Supports policies for delivering the guidance program as an integral part of the total educational process so that all of students' developmental needs are met.
Teachers/Faculty/Staff	• Recognizes the value of developmental guidance. • Uses subject areas to assist students in developing personal/social, career, and learning competencies. • Works as a team member to plan and implement guidance activities essential to the overall development of students.
Students	• Provides student perspective on curriculum, resources, and career development needs.
Other Post-Secondary Staff	• Arranges for seamless transition from high school to post-secondary. • Coordinates post-secondary course offering with secondary curriculum. • Exchanges information with secondary staff.

Business and Industry Representatives	• Provide up-to-date labor market information, coop and apprenticeship sites, and mentorships for all students.
Local Occupational Education Coordinator	• Participates in planning, implementing, and evaluating the guidance program.
Parents **Family Members**	• Participate on the guidance committee that will facilitate implementation of the Developmental Guidance Program.
Psychologist **Social Worker** **Nurse**	• Participate in collaborative planning and implementation of a comprehensive counseling and guidance program in the areas of personal/social, skill development, career planning, and academic planning.
Community Service Agencies	• Participate in planning and implementation of a guidance program that includes services and activities provided by the community agencies.

MANAGING THE IMPLEMENTATION OF THE SCHOOL COUNSELING CURRICULUM AND INDIVIDUAL PLANNING COMPONENTS

If school counselors are to spend at least 80 percent of their time in activities that provide direct program experiences, be proactive in their approach to school counseling and address the needs of all students as a top priority, they must implement the curriculum and individual planning program components in a planned, systematic, and timely manner.

The school counseling curriculum and the individual planning components of a comprehensive school counseling program ensure the systematic participation of all students in the program. Therefore, it is important that calendars be established for the delivery of these two components.

In determining calendars, school districts should be guided by the suggested percentages of time for each program component (curriculum, individual planning, responsive services, systems support). Once the time lines are established, a schedule for delivering the curriculum and individual planning sessions should be developed and implemented and become part of the school counseling department's monthly/yearly calendar of activities. A commitment to a written plan also ensures that there will be consistency among the counselors in implementing the components.

The sample calendars provided for the curriculum and individual planning sessions are suggested time lines. School counselors in local districts must determine an appropriate schedule for the delivery of their programs. The important consideration is to commit to a written calendar.

It is suggested that a delivery plan for the curriculum be developed on a monthly basis by lesson topics. Since individual planning sessions are delivered to all students on an individual basis, it is advisable to set up time ranges for each grade level. Time ranges over a defined time period permit the counselor greater flexibility in completing the sessions. If counselor/student ratios prohibit the providing of the individual planning component on an individual basis to all students, small group sessions should be substituted for the individual sessions.

One of the major issues in the implementation of the school counseling curriculum is access to all students. Should the curriculum be part of each student's schedule? Should classroom time be provided to counselors during the academic year to deliver the curriculum? Should counselors and teachers co-teach the lessons? How much classroom time is sufficient for the school counseling curriculum? These questions about access to students cannot be decided or resolved by the counselors working alone. School counseling supervisors, assistant superintendents in charge of curriculum, building level administrators, and teachers must be part of the planning process. The key issue of access to students should be resolved during the early stages of the program planning process.

For school counselors who do not have easy access to students because of block scheduling, the district program planning committee must also address the issue of access to students for individual planning sessions and curriculum.

The following pages contain a sample time frame for curriculum activities. A method of recording those activities on a monthly basis is also provided as a means of tracking the amount of time spent on curriculum-related activities. Best practice dictates that pre-testing occurs before selection of activities and that evaluation is ongoing. Classroom curriculum is necessarily tied to grade level benchmarks and skills.

Adapted from the Connecticut Comprehensive School Counseling Program

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES K-5

Month	Sample Topics by Grade					
	K	1	2	3	4	5
September	Learning About Me (P/S)	My Personal Traits (P/S)	Feelings (P/S)	What I Like About My Friends (P/S)	Interpersonal Skills (P/S)	My Personal Strengths (A)
October	Learning to Listen (P/S)	Favorite Subjects (A)	Making Friends (P/S)	Behaviors and Consequences (P/S)	Dealing with Anger (P/S)	Planning Study Time (A)
November	Learning to Express Feelings Appropriately (P/S)	All About Tests (A)	Why Listen? (P/S)	How Do I Describe Myself? (P/S)	Good Study Habits (A)	Understanding Differences (P/S)
December	Learning to Deal with Anger (P/S)	Cooperating with Others (P/S)	What I Like About Myself (P/S)	Study Skills (A)	Conflict Resolution (P/S)	Improving School Performance (A)
January	Learning to be Responsible (P/S)	My Responsibilities in School and at Home (P/S)	Things That are Difficult/Easy to Do (A)	Studying for Tests (A)	Conflict Resolution (P/S)	Improving School Performance (A)
February	Learning to Make Choices (P/S)	Decisions I Make by Myself (P/S)	Job Performed in School by Adults (C)	Decisions and Consequences (P/S)	Decision-Making Skills (P/S)	Responsible School Behaviors (A)
March	Tools Needed to Do Work in School (A)	Completing my School Assignments (A)	Benefits of Learning (A)	Three Skills I Have (P/S)	Following Directions and School Rules (A)	Interacting and Cooperating with Others (P/S)
April	Describe Work/Jobs of Family Members (C)	Peer Differences (C)	Learning Goals (A)	Life Roles (C)	Career Awareness (C)	My Improvement Plan (A)
May	Describe Why School is Important (A)	The Importance of Work (C)	My Interests (C)	Planning for the Future (C)	Short-Term Goals (P/S)	School and the World of Work (C)
June	Describe What They Like to Do (C)	My Skills and Interests (C)	Why Take Tests? (A)	My Future (C)	Jobs and Careers (C)	Transition to Middle School (A)

Adapted from the Connecticut Comprehensive School Counseling Program

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES 6-8

Month	Sample Topics by Grade		
	6	7	8
September	Transition to Middle School	Self-Awareness – Identify Unique Characteristics, Abilities, Skills, and Strengths ↓	Analyzing Skills and Interests (C)
October	Communication and Relationship Skills (P/S)	↓	Respecting Differences (P/S)
November	Responsibilities of a Student in the School Environment (A)	Monitoring My Study Time (A)	Skills for Future Success (P/S)
December	Resolving Conflicts – Peer Pressure (P/S)	Peer Pressure – Analyze Pressure Felt From Peers (P/S)	Conflict Resolution Skills that Improve Relationships with Others (P/S)
January	Making Effective Decisions about School (A)	Decision-Making and Conflict Resolution (P/S)	Decision-Making Alternatives and Options (A) (P/S)
February	Effective Study Skills (A)	Interest Inventory (C)	Educational Planning for High School – Developing a Four-Year Plan (A) ↓
March	Importance of Setting Goals (A)	Career Clusters (C)	↓
April	Forming a Career Identity ← (C)	Career Stereotyping **CAREER FAIR** (C)	→ ↓
May	Relationships between Interests and Abilities (P/S)	Influence of Adult Work on Life at Home (C)	Transition to High School ↓ (A)
June	Planning for the Future (P/S) (C)	Identifying Tentative Career and Educational Goals (A) (C)	↓

Adapted from the Connecticut Comprehensive School Counseling Program

TOPIC CENTERED CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES 9-12

Month	Sample Topics by Grade			
	9	10	11	12
September	Orientation Peer Pressure (A) (P/S)	Self-Awareness (Abilities, Interests) (A) (P/S)	Goal Setting (ALL)	Senior Year Procedures (A)
October	Time Management Decision-Making ← (A)	Testing (PSAT) **COLLEGE FAIR**	Testing (PSAT) College Fair Prep → (A)(C)	→
November	Self-Awareness Interpersonal Relationships (P/S)	Interest Inventory (C)	Post-secondary Planning Process I	Financial Aid (A)
December	Goal Setting (Personal/ Academic/Career) (C)(P/S)	Career Exploration (C)	Career Decision-Making PSAT Interpretation (A)(C)	
January	Exploring Work and Career (C)	Communication Skills (P/S)		
February	Educational Plan (Course Selection) Decision-Making (A)	Educational Plan (Course Selection) (A)	Educational Plan (Course Selection) (A)	Employment Bound Labor Market Information Resumes (C)
March				Employment Bound/Job Search (C)
April	←	Future Planning (Junior Year Planning Activities) **CAREER JOB FAIR** (A)(P/S)	Post-secondary Planning Process II Resumes → (A)	Employment Bound Interview Applications → (C)
May				
June				

Adapted from the Connecticut Comprehensive School Counseling Program

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, COMMUNITY COLLEGE

Month	Sample Topics
September	Orientation of new students Time Management Self-awareness
October	Leadership training for student leaders Diversity Critical thinking Decision-making
November	Interpersonal relationships Team building
December	Career decision-making
January	Orientation of new students Time Management Self-awareness
February	Leadership training for student leaders Diversity Critical thinking Decision-making
March	Interpersonal relationships Team building
April	Career decision-making
May	Orientation of new students Time Management Self-awareness
June	Leadership training for student leaders Diversity Critical thinking Decision-making
July	Interpersonal relationships Team building
August	Career decision-making

Adapted from the Connecticut Comprehensive School Counseling Program

THE ADVISORY COMMITTEE

The general function of an Advisory Committee is to provide a two-way system of communication between the school and the community.

Even though it has no legislative or administrative authority, its function, that being giving advice, is extremely important to the overall success of the school guidance and counseling program.

Members of the Advisory Committee should be chosen to reflect the diversity of the community. If possible, school staff, parents, school board members, clergy, business and industry, and community leaders should be included. A member of the Counseling/Guidance Advisory Committee should act as a liaison to the School Improvement Advisory Committee.

How many people should be on your Advisory Committee? The number of people participating on the Advisory Committee can vary. The greater the representation, the more realistic and up-to-date information can be. With expanding numbers, however, there is a greater risk of having a group that is less manageable.

Generally, a good rule of thumb is to establish a committee with a minimum of six members and a maximum of 12 members.

In the space below, brainstorm a list of potential Advisory Committee members:

Name	Occupation and Group Representation

Adapted from the South Dakota Comprehensive Guidance and Counseling Program Model

FUNCTIONS OF AN ADVISORY COMMITTEE

1. To review and recommend changes in guidance materials used.
2. To advise on instructional facilities and equipment.
3. To assist in the development of goals and objectives for the guidance and counseling program.
4. To assist in evaluation of the guidance and counseling program.
5. To serve as instructors, speakers, or resource persons for the guidance and counseling program.
6. To provide direction and support for the guidance and counseling program.
7. To help plan special events that may be a part of the guidance and counseling program.
8. To help tabulate and analyze needs assessment data.

Adapted from the South Dakota Comprehensive Guidance and Counseling Program Model

> *"The emotional determinants of cognition are largely overlooked in our culture . . . the way emotions color the learning process affects not only the application but also the appropriate retrieval of learning."*
>
> *-- Judith A. Peters, Neurophysiologist*

ADVISORY COMMITTEE SAMPLE AGENDA

1.0 Welcome and introduction of members.

2.0 Overview of the present program and a discussion of the need for change.

3.0 Overview of the Iowa Comprehensive Counseling and Guidance Program Development Guide.

    3.1 History
    3.2 Philosophy and Rational
    3.3 Implementation Steps
    3.4 Time Line for Implementation

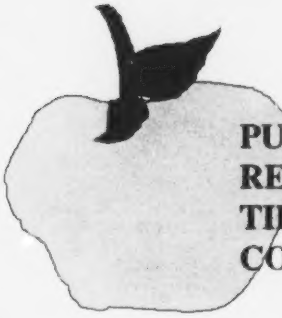
4.0 Discussion of the purpose and function of the Advisory Committee.

5.0 Develop a statement of purpose and direction for the Advisory Committee.

6.0 Future Business.

7.0 Adjournment.

Adapted from the South Dakota Comprehensive Guidance and Counseling Program Model



PUBLIC RELATIONS TIPS FOR COUNSELORS

Have you heard someone say "We need to do some PR?" What do they really mean? Are they feeling a need to develop a product to publicize something? Usually. But there's more to public relations than publicity. Public relations is not something you do; it's something you have.

Let's take a fresh look at public relations and see how it relates to your guidance program.

There's an old four-step public relations formula that goes like this:

1. **Do a good job.**
2. **Do a good job.**
3. **Do a good job.**
4. **Tell people about it.**

Following this formula, it appears that the key to good public relations is an excellent guidance program. In fact, this is true!

You are your public relations program. Your guidance program and your public relations program are integral, not separate things. If you have a good guidance program, you will have good public relations.

Do you want to improve your public relations? Follow the proven formula. Make your program the best it can be. Soon you won't be able to distinguish between activities that improve your guidance program and activities that improve public relations. They are one in the same.

So instead of thinking about improving public relations, let's think about improving our guidance program. Here are some tips:

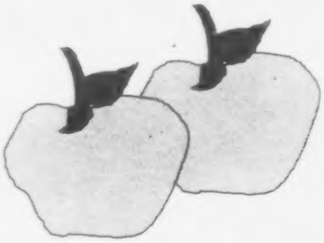
- **Develop a brochure** – not a puff piece on your program, but to let parents and students know about your program so they can get involved.
- **Write articles** for your school building/district newsletter or the local newspaper on timely, helpful topics, e.g., dealing with gangs, how to choose a college, coping with a loss.
- **Prepare tip sheets** available to parents at open house, conferences, through the mail, or on the website.
- **Be involved** in school and community activities. Let kids, parents, and teachers see you at concerts and plays and athletic events.
- **Coordinate school programs** like Red Ribbon Week activities.
- **Present your program** annually at a staff inservice, parent meetings, and to your school board.
- **Ask for time on the agenda** at staff meetings to keep guidance activities and concerns on the front burner.
- **Attend a workshop,** a conference, or class for your own personal growth.
- **Make a packet** about your program for new families.
- **Establish an orientation program** for new students.

Are these public relations projects or just components of a good guidance program? It's hard to tell the difference. So, if you want better public relations, just do a good job and remember to tell people about it!

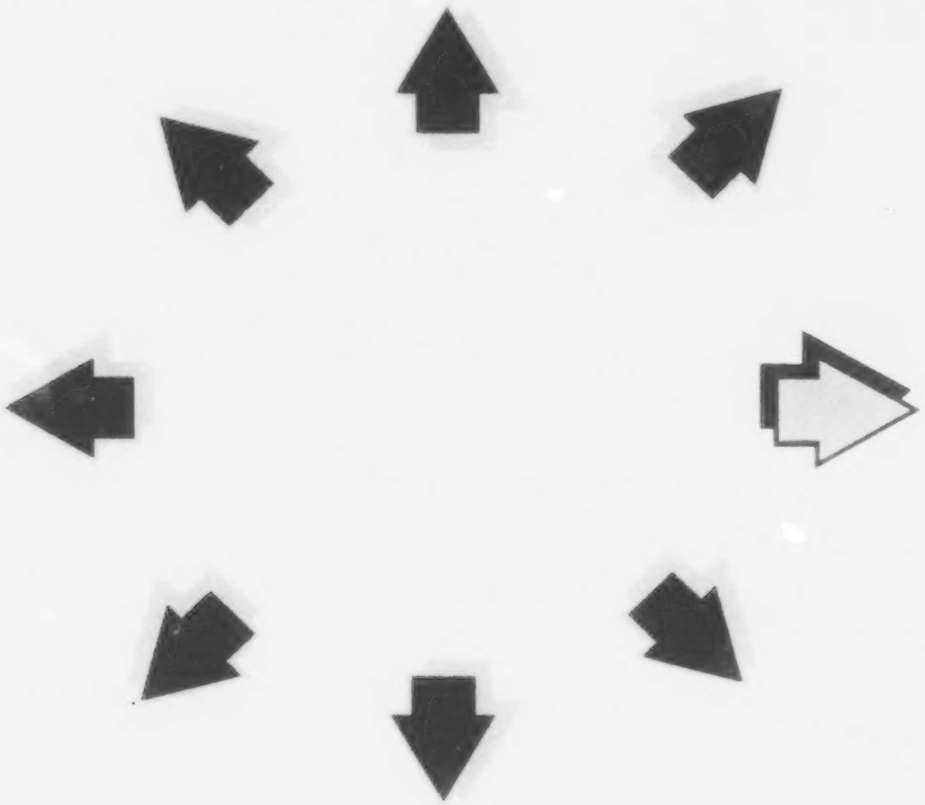
Dave Sparks, Western Hills AEA

ADDITIONAL IDEAS

- Develop a counseling calendar for the school year
- Start a speakers bureau
- Develop proclamations and celebrations
- Design business letterhead
- Design a business card
- Use banners and signs
- Develop awards to sponsor, then nominate and give to someone
- Create a contest
- Sponsor an event
- Make yourself available to present seminars or workshops
- Teach a class
- Develop board games to go with units
- Posters
- Write an opinion and/or editorial
- Develop a newsletter
- Send special reports
- Public service announcements
- Use promotional items
- List yourself as an expert in directories
- Provide a resource library for educators and parents
- Join service organizations
- Volunteer



Resource: Brenda Melton, M.Ed., LPC, ASCA Public Relations Chair, 2000-2001



Evaluation and Assessment

EVALUATION AND ASSESSMENT

I. Program Evaluation

A. Framework for Program Evaluation

B. Defining, Evaluating, and Ensuring Accountability

C. Evaluating Guidance Curriculum

1. Academic
2. Career
3. Personal/Social

D. Evaluating the Four Program Elements

1. Framework
2. Program Delivery
3. Content
4. Resources

II. Counselor Appraisal

A. Counselor Effectiveness Requires Setting Curricular Priorities

B. Counselor Effectiveness Requires Managing Comprehensive Programs

C. Counselor Effectiveness Requires Adhering to the National Standards

III. Student Assessment

A. Expanding Student Assessment Using Goals, Objectives, and Performance Standards

B. Methods of Assessing Student Academic, Career, and Personal/Social Competencies

C. Evaluating Assessment Methodology

PREFACE: WHAT IS EVALUATION?

In order to effectively evaluate the components of a comprehensive counseling/guidance program, we must identify the basic areas involved in evaluation itself. For example, what are the purposes, types, and timing of evaluation? What exactly is involved in program evaluation, personnel evaluation and student evaluation? Answers to these questions are forthcoming in this section on assessing comprehensive school counseling and guidance programs.

The ***purposes of evaluation*** are at least twofold: to provide data to guide decisions about the program and personnel, and to communicate those results to the beneficiaries of student counseling. Such purposes are accomplished individually and district-wide by highlighting and achieving standards and competencies. As such, it is necessary that evaluation be ongoing, providing continuous feedback during all steps of the process. In this way, school programs become dynamic forces for shaping and changing school culture. The results of ongoing evaluation demonstrate program effectiveness, thereby meeting the demand for accountability and for responding to changing needs of students and society. This is the reason the program must be integrated into the day-to-day culture of the school.

The ***types of evaluation*** include program, personnel, and student assessment and appraisal. Evaluating programs requires us to look at program structure, implementation, results, and needed modifications. Using instruments that have scaling continuum for degree of compliance (1 = not implemented, 5 = fully implemented), we can measure the effectiveness of all components of a comprehensive guidance program. A specific area of evaluation focus, in addition to program and personnel, is student assessment, or measuring student outcomes in relevant domains such as academic, career, and personal/social development. Student evaluations need to employ criterion standard comparisons, pre- and post-test measures, control group comparisons, and responsive observations (Gysbers).

The ***timing of evaluation*** includes short-term, intermediate, and long-range efforts to look at the program in its entirety as well as at individual components of the program as parts of the whole. Short-term evaluation begins immediately upon completion of the activity, such as a guidance lesson. Intermediate evaluation occurs at intervals throughout the school year, and focuses on targeted competencies (benchmarks). Long-range evaluation is completed at transition points, such as when students move from elementary to middle school or from middle school to senior high; in addition, long-range planning can take the form of a follow-up survey one year following graduation.

As an integral part of the comprehensive counseling and guidance program, evaluation provides evidence of *both strengths and weaknesses* in the program, the personnel, or student performance. Strengths need to be publicized; weaknesses provide an opportunity for growth. Regardless, research indicates that parents, faculty, and administrators increase support when they know what is being done, what is benefiting the school, and what is needed. For example, a weakness may be the result of under-staffing or of doing non-counseling activities. When it is clear to others that there is a problem, changes can be made. Program standards are the mirror into which we look to determine what we are doing well, and what we need to change, as they relate to three key areas of a comprehensive counseling and guidance program: program evaluation, personnel evaluation, and student evaluation.

Program evaluation involves conducting a self-study, then incorporating the information from the self-study into the expectations for counselor performance. The self-study is a full, written description of how the guidance program is meeting program standards, which are derived from the structural and programmatic components of the comprehensive counseling and guidance program development guide, discussed in this chapter. An example of one self-study is found at the end of this chapter, as are examples of counselor evaluation forms.

Personnel evaluation involves establishing a job description, then evaluating counselor performance in relation to it. A counselor job description is essential because it establishes a performance-based evaluation system to use to determine merit pay as well as remediation or professional training efforts. The written job description would be based on the elements and components of the Iowa Comprehensive Counseling and Guidance Program Development Guide as well as the National Career Development Guidelines and Staff Competencies and/or ASCA Comprehensive Program Standards. In addition, job descriptions would be written specifically for each level: elementary, middle, and high school, and would need to be written in observable, measurable, specific terms that are scored on a continuum from unsatisfactory to exemplary. Sample job descriptions can be found in Section 4 – Counselor Role.

Student evaluation measures the impact of the Comprehensive Counseling and Guidance Program on student perceptions of school achievement and is based on results rather than aspirations. Student evaluation answers questions such as, "To what extent have students mastered the guidance competencies?" and, "Does every student have a useful individual education and career plan?" Student evaluations will show the positive effect of the guidance program on school culture and the extent to which school district learning goals are met. Examples of student assessments are in the Appendix.

The following paragraphs provide more explicit instruction in the purpose, the definition, the role, and type of school counseling program information to look at and measure in three major areas: program evaluation, counselor appraisal, and student assessment.

PROGRAM EVALUATION

School counselors may be seen as ancillary personnel in the schools, or they may be seen as indispensable agents of student growth. Depending upon local and federal statutes, mandates, and traditions, local schools typically have broad discretion to determine the role and function of the school counselor. State legislators, state universities, social service agencies, school personnel (superintendents, principals, teachers, staff), parents, and youth may differ in their perceptions of the role and function of school counselors. School counselors may even differ in their perception of their role and job description. Regardless, one thing is clear: schools need good school counseling programs that are comprehensive, that address the mission of the school, that enhance academic performance and career possibilities, and that respect the developmental and social-emotional needs of the growing individual. As such, school counselors are, and must continue to be *school leaders*.

As leaders, school counselors both experience and shape school culture. Depending on the culture of the local school community, school counselors may be leaders of, among, or with other school personnel. Leadership and culture are two sides of the same coin, with both sides functioning interdependently. Thus, as leaders, school counselors are *cultural managers*.

In fact, there is a possibility that the only thing of real importance that leaders do is to create and manage culture (Schein, 1985). If school counselors see their role as school leaders and as managing school cultures, then they can begin the process of forging professional identities that are dynamic and proactive rather than static and reactive. Leaders lead. School counselors lead. Whether or not people follow, and who will follow, is determined by the outcome of what we do. If school counselors create school cultures where students feel welcome and prized, and if their prevention and intervention efforts maximize student learning potential, then parents, teachers, and administrators will be our allies. In such instances, we will be fulfilling the mission of our schools. Therefore, the culture that school counselors create is one of learning.

Creating and managing a learning culture and developing and maintaining a culture for personal growth and development are complex tasks and demand specific skills. One important specific skill is the ability to *evaluate program effectiveness*. In the sections that follow in this chapter, we examine the components of program evaluation, ASCA Role Statement, counselor appraisal, student assessment, and community public relations. These five areas are those key aspects of a comprehensive counseling and guidance program to which school cultural managers must remain accountable. In so doing, school counselors will be creating dynamic, developmental, and undeniable cultural forces for change that is positive, productive, and permanent in the life of all our students.

Framework for Program Evaluation

Social forces at any given time in history shape community expectations of the role and function of school counseling. In the 60's, schools were rarely challenged about the need for school counselors, especially in high schools, because of our competition with the former Soviet Union for superiority in space. The National Defense Education Act (NDEA) encouraged math and science, and actively sought talented students who would lead our country to greatness. School counselors were essential school personnel in this effort. In the 70's and 80's, school counselors were expected to demonstrate accountability for their success in promoting the mission of our country, our states, our communities, and our schools. In the 80's and 90's, our national agenda became one of promoting equal rights, reducing crime and violence, increasing spiritual fulfillment, global interdependence, respecting ethnic and cultural diversity, adapting to and achieving dominance in the microelectronics revolution, protecting our environment, and finding ways to remain a family while respecting the various configurations of family structure.

In the 2000's, our current educational agenda embraces three levels of social forces that influence the school counseling and guidance curriculum: national and international; local community; and culture of the educational setting (Parkay & Hass, 2000).

Since social forces are constantly changing, school counseling approaches must also change in order to lead and to manage the changing school culture. For school counseling curriculum planners, we need to assess how we will incorporate unknown futures into our work. In so doing, school counselors will demonstrate dynamic leadership and cultural management.

Defining, Evaluating, and Assuring Program Accountability

Although in the recent past, there may have been some attempt to avoid program evaluation and professional accountability (Lombana, 1985), that reluctance has largely disappeared because state departments of education are now requiring accountability information (Fairchild, 1993). Some of the more prominent accountability tasks are: conducting needs assessments; completing activity evaluations; surveying students, parents, and teachers; using self-rating scales; and initiating a performance appraisal. But before any of that can be done, school counselors need to determine how they will define accountability, how they will evaluate their school counseling program for accountability, and what format to use to provide assurance to themselves and to their constituencies that they are in fact holding themselves and their program accountable.

Defining program accountability must incorporate the idea of the school counselor as a cultural manager, thus: "Accountability is a condition in which meaningful information about program needs and accomplishments is made available to those who are responsible for or affected by the program and avenues are accessible for creating changes (Wysong, 1973)." This definition implies a dynamic state of preparation wherein consumers of our services: 1) have some say in what we do, 2) have awareness of what we accomplish, 3) have access to helpful information, 4) share responsibility for the counseling program, 5) benefit from our role, and 5) help us reach the school community's desired goals. So, school counselors have the critical responsibility of defining the school counseling and guidance program and curriculum, communicating the program to consumers, enlisting cooperation for delivery of the program, providing information and feedback to consumers regarding the success of prevention and intervention efforts, soliciting guidance and assistance in improving the program so that desired changes are achieved and maintained, and publicizing successful program outcomes to the community.

Evaluating program accountability is more complicated than simply defining it. A program can be evaluated for its accountability when it has an identity and a mission, both of which are measurable and achievable. The identity of the Iowa Comprehensive School Counseling and Guidance Program Development Guide is a blueprint for school improvement where K-12 students are a priority, and where parents, school staff, and community are involved. Remember that the program components of the Iowa Guide include a guidance curriculum that utilizes individual planning, responsive services, and systems support, that develops student academic, career, and personal/social goals, and that contributes to student achievement and success. The mission of the Guide is for school counselors to educate according to developmental principles so that students will succeed in school, work, family, and life, and so that students will ultimately enjoy healthy, satisfying lives. Therefore, evaluations of the program must include every aspect of the components of the program that contribute to its identity and mission (see Appendix for Evaluation Components of a Comprehensive Counseling and Guidance Program).

In *assuring accountability*, we need to look at two separate but related aspects: program evaluation and counselor effectiveness; in addition, we need to explore models and methods of accountability that have been successful in the counseling literature. The purpose of training school counselors to evaluate their work is this: a) to empower counselors to foster their own professional development; b) to show the value of school counselors and school counseling to decision makers; and, c) to remind school counselors that they need to use credible and valid practices if we are to effectively impact student lives (Schmidt, 1999). The reason we use accountability models and methods is that, in doing so, we are using the tools of our profession in a responsible and efficient manner. Some of these important process and outcome evaluation guidelines include: 1) goals must be defined, agreed upon, and address counseling (not teaching) standards; 2) all people served by the school counseling program are canvassed as to the effectiveness of the program; 3) valid instruments, measures, and methods must be used; 4) evaluation must be ongoing, and viewed as a vital and integral component of designing, developing, and delivering services to students, parents and teachers in schools; 5) evaluation processes must result in helping the school accomplish its mission (Stronge & Helm, 1991); and, finally, 6) evaluation must result in improving performance. Both program evaluation and counselor appraisal will show strengths and weaknesses of personnel. Positive goal setting will be used to continue areas of program and counselor strength and to improve areas where outcomes are not achieved. To aid school counselors in learning further accountability measures, more detailed information on counselor appraisal will be addressed later in this chapter, followed by a discussion on student assessment. In addition, some useful examples of process and outcome evaluation formats are provided at the end of this chapter.

Evaluating Guidance Curriculum

Curriculum and instruction are interdependent and part of the same process. In an excellent curriculum for school counseling, both what and how we teach are important considerations. A useful definition of curriculum incorporates the idea that it is inclusive and is comprised of "*all the experiences that individual learners have in a program whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice*" (Parkay & Hass, 2000). This definition requires that curriculum be preplanned, with the objectives developed in light of theories and research on social forces, human development, learning, and knowledge and cognition. For school counselors, the comprehensive school counseling curriculum must be centered in three spheres of student development, with each carrying equal weight in importance and in allocation of resources: career, academic, and personal/social.

Supporting the Academic Curriculum. Maximizing potential by improving student learning is also a role of the counselor. All children can learn (Edmonds, 1979), and because this is true, school counselors must do their job to support the academic mission of the school by contributing to every student's lifelong learning success. School cultures must safeguard equal access to educational options and opportunities. Counselors can keep access open by supporting the policy that students are seen for their potential and for their current ability. The counselor's role as an advocate is pivotal in the support of an assessment process for each child's ability and to provide support in removing obstacles to learning. When appropriate, the counselor assists the school psychologist by providing valuable information concerning the student's academic history. Also, the counselor's role is to act as a liaison to the teacher and parent(s) to support the school psychologist's program for remediation where the student's academic skills have lagged. Additional counselor support is provided by conducting guidance lessons in study skills, time management, and by providing appropriate counseling when emotional or mental health issues impede academic progress. From kindergarten to community college, students not only need to learn how to learn (Novak & Gowan, 1991), but also they must have the freedom to learn (Rogers, 1969). Counselors serve an important role when they act as consultants to students, parents, and teachers in explaining and using learning theory to help students achieve. Any comprehensive school counseling program provides support to the school's academic curriculum and is an advocate for the ongoing evaluation of the academic curriculum.

Evaluating Academic Curriculum. Maximizing potential by improving student learning is a main goal of school counseling. All children can learn

(Edmonds, 1979), and because this is true, school counselors must do their job to contribute to the academic mission of the school by contributing to every student's lifelong learning success. School cultures must safeguard equal access to educational options and opportunities. School counselors can keep access open by making sure that students are seen for their potential and for their current ability. School counselors can play a pivotal role in advocating for student achievement by assessing each child's ability, by removing obstacles to student learning, by evaluating each child's academic history obtained from the student's file, by setting up a program for remediation where academic skills have lagged, by conducting guidance lessons in study skills, time management, and setting academic goals, and by referring for appropriate counseling when emotional or mental health issues impede academic progress. From kindergarten to community college, students not only need to learn how to learn (Novak & Gowan, 1991), but also they must also have the freedom to learn (Rogers, 1969). School counselors serve an important role when they act as consultants to students, parents, and teachers in explaining and using learning theory to help students achieve. Any comprehensive school counseling program must include an academic curriculum and a way to evaluate the effectiveness of this curriculum for every student in our schools.

Evaluating Career Curriculum. Lifelong learning includes lifelong consideration of career options and possibilities. A K-14 career curriculum is an important component of the Iowa guide for school counseling. Although many people believe that career interests need not be addressed in elementary schools, children are in fact influenced by family, community, and media in their career considerations (Super, 1990) and so it is appropriate to help young children explore the meaning of these messages from the media, especially where such messages may discourage consideration of careers because of sexism or racism. Also, many children at the elementary level lose later access to appropriate careers because parents and school counselors may not be aware of the intimate connection between math and science performance and eventual academic opportunities and their relation to future career options. For example, many parents do not know that math skills must be in place by eighth grade in order for children to take an honors math class, a class that allows for completely different academic and career opportunities than would otherwise be available to their children. So, discussions about the importance of math or science in relation to careers are important *now* if our children's *later* career choices are to remain viable. From kindergarten through community college, students are bombarded with messages about careers and they need ongoing guidance in processing which messages will lead them to fulfilling their potential. Comprehensive school counseling programs always include an evaluation of the career curriculum.

Evaluating Personal/Social Curriculum. Achieving academically and maintaining satisfying employment are unlikely if students are feeling miserable about themselves. Although historically career and academic testing was an integral part of school counseling since the 1960's, much of school counseling has focused on the personal/social domain. This area currently may be one of the most developed spheres of counseling prevention, skill development, and intervention. With today's complex social, economic, environmental, and global press, many children are at significant personal/social risk. In a nation where we have more affluence than in any other epoch, many students report a palpable need for meaning, purpose, and direction. In addition, many of our children are simply not safe in their neighborhoods and in their schools. More now than ever, we have an urgent need for planning a curriculum that will help our children develop moral character, resolve conflicts, manage their emotions, learn to collaborate, and live healthy lives. From kindergarten to community college, students need help deciding who they are and who they want to be, in relation to self, others, and the world. An exemplar comprehensive school counseling program will include an evaluation of a developmentally appropriate personal/social curriculum that will address these pressing interpersonal challenges.

In sum, school counselors *must have* ***and must evaluate*** *their guidance curriculum*, addressing the academic, career, and personal/social domains of student development, while using the basic interventions of school counseling (individual, small group, large group, consultation, and coordination) across these three domains, and while optimizing the larger context of a comprehensive guidance program comprised of at least four components: guidance curriculum, individual planning, responsive services, and system support (Gysbers and Henderson, 1997; 2000).

Evaluating the Four Program Elements

Iowa's Comprehensive Counseling and Guidance Development Guide is comprised of four major program elements: Framework (which includes two components: conceptual and structural); Program Delivery (which includes four components: guidance curriculum, individual planning, responsive services, and system support); Content (which includes three components: academic, career, and personal/social); and, Resources (which includes four components: human, political, financial, and technological). Each of these program elements will now be discussed, for the purpose of highlighting the need for evaluation of each element, and each component of the comprehensive counseling and guidance program, or in order to satisfy accountability considerations, and in order to provide a mechanism for school counselors to reference so that they can better publicize their work, their results, and their need for additional resources or staff.

Program Element 1: FRAMEWORK. The Framework consists of two components that must be evaluated annually: conceptual and structural. The *conceptual* framework includes the mission statement, the rationale, benefits, and assumptions. The *structural* framework includes at least six components of an exemplar comprehensive counseling and guidance program: steering committee, advisory committee, staffing patterns, budget, guidance resources, and facilities. Given these elements and components, we can now look to see the degree to which, and the quality of, any specific school counseling program in Iowa. Each component and element has an attendant evaluation probe. For example, does your program have a mission statement? A rationale? Benefits? Assumptions? Additionally, does your school counseling program have a steering committee? An advisory committee? Staffing patterns? A Budget? Guidance Resources? Adequate facilities?

Program Element 2: PROGRAM DELIVERY. The Program Delivery consists of four components and a total of 14 Program Delivery elements. The first component, *guidance curriculum*, addresses three areas of student development (academic, career and personal/social) and has nested within it three elements needing evaluation: Are classrooms adequate? Are school counselors presenting guidance lessons? Are school counselors utilizing structured groups? The second component, *individual planning*, contains three elements: Are school counselors adequately managing the Student Educational Plan? Are they providing effective advising? Are they using assessment instruments and processes validly and appropriately? The third component, *responsive services*, must be evaluated by addressing questions such as: Are school counselors effectively using individual counseling? Do school counselors utilize small groups when possible? Are school counselors fulfilling their professional responsibilities as consultants to teachers, students, and the community? And, are school counselors referring when appropriate, and taking care not to operate outside of their area of expertise? The fourth and final component of Program Delivery is *system support*. To evaluate this element, questions to consider include: Are school counselors managing all aspects of their school culture related to academic, career, and personal/social student development? Are school counselors actively involved in public relations with the community, with the media, and with varied consumers of school counseling success (such as local business and industry)? Are school counselors members of their professional organizations (ASCA, ACA, AERA), and are they attending and contributing to these organizations during conferences and continuing educational opportunities? And finally, are school counselors holding themselves accountable to their profession and to their schools by evaluating their work, and the results of their work as it impacts student lives in grades K-14?

Program Element Three: CONTENT. Evaluation questions that must be addressed to satisfy this one content element, *competencies*, are three: Are students becoming more self-knowledgeable? Are students achieving educational and occupational information at a level that is appropriate and helpful to them? And, lastly, are students actively engaged in career planning in appropriate grades and stages of development?

Program Element Four: RESOURCES. To evaluate the Resources available to school counseling programs, we need to look at four separate elements: human, political, financial, and technological. First, looking to the *human* element, we ask, How are school counselors creating a humane and developmental appropriate learning climate in the school? How are school counselors networking with the community in order to facilitate educational outcomes? To what extent are school counselors consulting with business and labor personnel in order to establish a partnership with important consumers of the school's success? Second, looking at the *political* element, we can ask, Do school counselors have a solid working relationship with School Board members? Do school counselors advocate for legislation to benefit students' academic, career and personal/social concerns? Do school counselors create and establish policy to ameliorate oppressive conditions that limit student growth and potential? Third, looking at the *financial* element, two questions of importance are, to what extent are school counselors aware of, and active in, securing state funding to promote student well-being and to facilitate the educational mission of the school? Also, to what extent are school counselors writing grants for improving the delivery of school counseling and for improving and managing the learning culture in their schools? Finally, looking to the fourth element, *technological*, we can ask in an evaluation of school counseling programs, do school counselors have the requisite, necessary, useful, and up-to-date equipment for helping students achieve their academic, career, and personal/social learning outcomes? Can school counselors successfully and appropriately master desired management systems that will allow for timely, accurate, useful, and secure information access and flow?

These four program elements (Framework, Program Delivery, Content, and Resources) are the necessary elements to assess when evaluating comprehensive school counseling program needs and success. Each of the components, nested within each of these four elements, must also be evaluated if we are to practice comprehensive school counseling principles. In addition to evaluating these four elements, however, we must also evaluate the school counseling program distribution of time in relation to all of these elements, but especially in relation to the second program element, Program Delivery.

Suggested *time distribution* in percentages for the Program Delivery components are now listed. For Guidance Curriculum, a school counselor is expected to invest 40% of available time at the Elementary level, 35% at the Middle/Junior High level, and 25% at the High School level. For Individual Planning, the percentages are 10%, 25%, and 35%, respectively. For Responsive Service, the percentages are 35%, 25%, and 25%. And for System Support, the percentages of time are 15%, 15%, and 15%. A specific example would be that of the elementary counselor, who is expected to spend 40% of available time in developing the school counseling guidance curriculum addressing academic, career, and personal/social aspects; 10% developing individual planning efforts such as advising and assessing; 35% of available time responding to students through counseling, consulting, or referring for specialized help; and 15% of available time for system support such as managing, relating to the public, and evaluating the comprehensive school counseling program. Accountability to the profession of school counseling requires careful self-auditing and staff-auditing of the counseling team, to be certain that all students are being served and served well. An audit trail will indicate where resources are lacking, and can justify expenditures and budget increases that would otherwise not be seen as needed by administrators or by School Board members.

In sum, as can be seen from the information provided to the reader, a comprehensive school counseling and guidance program consists of many elements, and of even more components. All must be systematically addressed in a complete evaluation.

EVALUATION INSTRUMENTS

COMPETENCY EVALUATION SURVEY (K-1)

Editorial Note: A sample of evaluation instruments is included from the Missouri Model, Level K-1. For additional evaluation tools, see the complete model developed by the state of Missouri.

Suggestions for Evaluation

- Consider reading items aloud to the group to allow for differences in reading ability.
- Teach vocabulary in advance or be prepared to explain some items or terms.
- Have students use markers (paper strips or rulers) to keep their place, if needed. (This is especially helpful with young students or those who are easily distracted.)
- With older students, consider saving paper (and time) by developing a simplified one-page answer sheet or having students number notebook paper. Read items aloud and/or show them on an overhead projector while students write their answers on paper. A standardized answer sheet can simplify tallying time.
- With younger students, circulate to be sure they are in the right place.
- Determine a method of tallying results that will be as quick and accurate as possible.
- Convert results to percentages. For example, divide number of "yes" responses by the total number of students surveyed in that class or grade to get the percentage of "yes" responses.
- How will you handle items left blank? Count as a "yes?" Count as a "no?" Do not count blank items at all? Ask the student to complete the item?
- Anticipate problems, questions, etc., that might arise. For example, an item under Family Responsibilities asks whether they have learned about getting along with their brother, sister, stepbrother, or stepsister. How will you handle this item with an only child?

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Model

COMPETENCY EVALUATION SURVEY (GRADES K-1)

Career Planning and Exploration

Exploring Careers

I have learned . . .

◆ about different jobs . . . . ◆ Y N

✕ about good work habits . . . . ✕ Y N

▲ why people work . . . . ▲ Y N

✂ that people need to work together . . . . ✂ Y N

❖ about things I like to do . . . . ❖ Y N

How Being Male or Female Relates to School and Work

I have learned . . .

■ how to work and play with boys and girls . . . . ■ Y N

● how girls and boys can do any classroom job . . . . ● Y N

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Model

Leisure Time

I have learned . . .

♥ about different hobbies, sports, and activities . . . . ♥ Y N

✽ about what I like to do for fun . . . . ✽ Y N

Knowledge of Self and Others

Understanding and Accepting Myself

I have learned . . .

♥ about a wide variety of feelings . . . . ♥ Y N

✽ how to express thoughts and feelings . . . . ✽ Y N

☛ how to handle my problems . . . . ☛ Y N

✂ about my strengths and talents . . . . ✂ Y N

∞ how to like myself . . . . ∞ Y N

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Model

Making Decisions

I have learned . . .

❖ that I can make choices . . . . ❖ Y N

■ how to come up with many possible choices . . . . ■ Y N

● how to look at my decisions and to change poor ones . . ● Y N

🚲 how to accept responsibility . . . . 🚲 Y N

Getting Along with Others

I have learned . . .

◆ how to make and keep friends . . . . ◆ Y N

✕ that all people are not alike . . . . ✕ Y N

▲ how to get along with boys and girls . . . . ▲ Y N

🚲 how to ask parents, teachers and other adults for help . . 🚲 Y N

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Model

Alcohol and Other Drugs

I have learned . . .

✹ about alcohol and other drugs and what they do to people . . . . ✹ Y N

■ how to say NO to people who try to get me to use alcohol and other drugs . . . . ■ Y N

● how to deal with the consequences of saying NO . . . . . ● Y N

🚲 who to talk to when I need help . . . . 🚲 Y N

Family Responsibilities

I have learned . . .

◆ how to get along with parents, stepparents, or guardians . . . . ◆ Y N

✕ how to get along with my brother, sister, stepbrother, or stepsister . . . . ✕ Y N

▲ things that cause problems in families . . . . ▲ Y N

🚲 how to find help when my family has problems . . . . 🚲 Y N

♥ how to help with family responsibilities . . . . ♥ Y N

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Mode.

Evaluation Vocabulary

Grades K-1:

Work habits
Strengths
Look (view, evaluate)
Guardian
Accept responsibility (for my decisions)
Hobbies
Talents
Consequences
Expected
Solving
Poor
Family responsibilities
Likes/Dislikes

Adapted from the Missouri Comprehensive Guidance Competency Evaluation Model

SAMPLE MODEL NEEDS ASSESSMENT

Help us plan for the future of counseling and guidance services in (town). A task force will use tl results of this assessment to develop priorities for all students. This survey is being distributed students at all grade levels, so it is important that you answer every question.

1. I am a

   a. Teacher b. Parent/Guardian c. Student d. Administrator

2. I am

   a. Male b. Female

3. I am

   a. Age 12-16 b. Age 16-18 c. Age 18-45 d. Age 45+

4. School level . . .

   a. K-3 b. 4-6 c. 7-8 d. 9-12 e. Community College

(Note: Above categories should match those of your program in scope.)

Now it's your opinion!

Please respond using the following scale to rate importance or priority:

A – Highest Priority
B – Very Important
C – Necessary
D – Optional
E – Not Needed

ACADEMIC

Students should:		Priority
1.	become more aware of educational alternatives after graduation.	A B C D E
2.	learn to make good use of free time.	A B C D E
3.	learn more about high school.	A B C D E
4.	receive help in selecting courses for high school.	A B C D E
5.	learn about financial aids for college and job training.	A B C D E
6.	understand standardized test scores.	A B C D E
7.	be aware of services available in the school and community.	A B C D E
8.	know how much education/training will be needed for the occupations of interest.	A B C D E
9.	take responsibility for developing plans to reach educational/occupational goals.	A B C D E
10.	know where to go for help at school.	A B C D E
11.	know how to study better.	A B C D E
12.	understand what they can realistically achieve.	A B C D E
13.	find courses which are appropriate to their educational needs.	A B C D E
14.	know how to assess and evaluate their goals.	A B C D E

Adapted from Millard Sr. High School, Millard Public Schools, Pupil Personnel Services, Omaha, NE

A -- Highest Priority
B -- Very Important
C -- Necessary
D -- Optional
E -- Not Needed

CAREER/VOCATIONAL

	Students should:	Priority
1.	learn what career training is available while in high school.	A B C D E
2.	find out what they are good at doing.	A B C D E
3.	have their parents involved in their career plans.	A B C D E
4.	talk to a counselor about career plans.	A B C D E
5.	understand employment outlook in their interest area.	A B C D E
6.	obtain some on-the-job experience in their interest area.	A B C D E
7.	know how to find out which occupations match their interests, values, and abilities.	A B C D E
8.	know what kind of work dropouts get.	A B C D E
9.	develop career plans and goals.	A B C D E
10.	be able to apply for a job both in writing and in person.	A B C D E
11.	know what habits and aptitudes employers desire.	A B C D E

PERSONAL/SOCIAL

	Students should:	Priority
1.	be able to solve conflicts between their parents' desires and their friends' desires.	A B C D E
2.	understand their values and the use/abuse of drugs including alcohol.	A B C D E
3.	have good relationships with teachers.	A B C D E
4.	talk about personal concerns with a counselor.	A B C D E
5.	exercise self-discipline and behave appropriately.	A B C D E
6.	be able to talk with their family more easily.	A B C D E
7.	be themselves rather than try to be what someone else wants them to be.	A B C D E
8.	be a better listener and respond better to others.	A B C D E
9.	know their teachers care about them.	A B C D E
10.	become more tolerant of persons whose views differ from theirs.	A B C D E
11.	better understand people older than themselves.	A B C D E
12.	take action toward solving their own problems.	A B C D E
13.	know how to make decisions about school problems.	A B C D E
14.	learn how to express their feelings instead of keeping them to themselves.	A B C D E
15.	get along with peers better.	A B C D E
16.	know how their values affect their life.	A B C D E
17.	be needed – to have friends who need their help.	A B C D E
18.	accept criticism better.	A B C D E
19.	develop life-long recreational interests that will make their leisure time enjoyable.	A B C D E
20.	feel good about themselves.	A B C D E

Note: Items should be designed by local districts to reflect their program, grade level(s), and community.

Please comment or make suggestions concerning long-range goals for counseling and guidance services.

Adapted from Millard Sr. High School, Millard Public Schools, Pupil Personnel Services, Omaha, NE

ID NUMBER										SPECIAL CODES									
										A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

High School
Guidance Program Needs Assessment
(Sample)

Special Code A Directions

Mark Special Code A based on the categories below.

0 - Parent
1 - Staff
2 - Student
3 - Graduate

GENERAL PURPOSE DATA SHEET II

form no. 83739

E

Strongly Disagree **D**

Disagree **C**

Agree **B**

Strongly Agree **A**

1. It is important to hold an annual conference with every student.	A	B	C	D	E
2. The Guidance staff has up-to-date information for post-secondary career planning.	A	B	C	D	E
3. The Guidance staff contributes to the overall growth and development of students.	A	B	C	D	E
4. The goals and purposes of the Guidance program are clear to me.	A	B	C	D	E
5. The Guidance staff is committed to fostering academic success for all students.	A	B	C	D	E
6. Students/Parents are made aware of Guidance services and events.	A	B	C	D	E
7. Group counseling sessions should be available to students.	A	B	C	D	E
8. The Guidance staff is a resource for students' personal/social issues.	A	B	C	D	E
9. Course selection is effectively addressed by the Guidance Department.	A	B	C	D	E
10. Guidance services are fair and equitable for all students.	A	B	C	D	E
11. All students receive career planning assistance regardless of post-graduate plans.	A	B	C	D	E
12. Students feel comfortable talking to Guidance staff.	A	B	C	D	E
13. Students know how to access and where to find scholarship and financial aid information.	A	B	C	D	E
14. Guidance staff should survey student needs periodically.	A	B	C	D	E
15. Resources to prepare for college entrance exams are available in the Guidance office.	A	B	C	D	E
16. The Guidance staff provides current and cutting edge information.	A	B	C	D	E
17. Guidance staff utilize effective problem-solving skills when resolving student issues.	A	B	C	D	E
18. Guidance services are tailored to meet the needs of all students.	A	B	C	D	E
19. The Guidance staff makes an effort to know students personally and academically.	A	B	C	D	E
20. Scholarship information is available to all students.	A	B	C	D	E
21. Individual counseling sessions are available to students.	A	B	C	D	E
Answer questions 1-3 in the write in areas on the back of this form					

Adapted from the Harlan Community School District

BEST COPY AVAILABLE

WRITE-IN AREA 1

1. What role should the Guidance Department serve in addressing student drug and alcohol issues?

WRITE-IN AREA 2

2. What are the strengths of the Guidance Department at Harlan Community High School?

WRITE-IN AREA 3

3. What changes, if any, are needed in the Guidance Department at Harlan Community High School?

FOR OFFICE USE ONLY

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E

DO NOT MARK IN THIS SHADED AREA

NCS

Adapted from the Harlan Community School District

GRADUATE FOLLOW-UP QUESTIONNAIRE

A. NAME ____
(First) *(Middle)* *(Last)*

MAIDEN NAME IF MARRIED ______________________________

B. __________Male __________Female

C. Present Address ______________________________________
(Street) *(City)* *(State)* *(Zip)*

D. Year of High School Graduation__________ Name of High School__________

E. Present Marital Status (Check one)

☐ Single
☐ Divorced
☐ Married
☐ Widowed
☐ Separated

Please indicated what you are presently doing. Check *all* that apply:

☐ Employed full-time
☐ In school full-time
☐ Homemaker
☐ Employed part-time
☐ In school part-time
☐ Other (specify) ______________________________
☐ Unemployed
☐ In armed forces

If you are employed full- or part-time:

What is your present job title? ______________________________________

What is your major work activity? ______________________________________

Compare what you are presently doing to what you expected to be doing when you left high school. What I am doing now is *(check one)*:

☐ What I expected to do.
☐ Unrelated to what I expected to do.
☐ Related to what I expected to do.

Have you continued in some form of post-high school education or training?

☐ Yes
☐ No

If your answer was yes, check which of the following type(s) of education you have pursued:

☐ Four-year college, private or church related
☐ Area schools (area community college, area voc/tech)
☐ Community or junior college, private
☐ Business, trade specialized tech school, private
☐ Other special school (Ex.: Military)

____

☐ Four-year college, public or state
☐ Community or junior college, private
☐ Business, trade specialized tech school, private
☐ Apprenticeship training
☐ Nursing other than university, area school or community college (usually diploma programs)

Please list the names of schools attended and programs of study:

School: ______________________________

Program of Study/Training: ______________________________

School: ______________________________

Program of Study/Training: ______________________________

School: ______________________________

Program of Study/Training: ______________________________

Did you finish or graduate from a program?

☐ Yes ☐ No

If yes, please list your major or area of training and the degree, diploma, or certificate (if applicable).

____

____

____

Consider your everyday life since leaving high school. What has been the value of the information and skills learned in the following curricular areas. (Mark with appropriate number.)

(1) Considerable value (2) Little value (3) Some value (4) Didn't take

___ Math
___ History/Social Studies
___ English Language Arts
___ Physical Education
___ Art
___ Industrial Arts
___ Science
___ Business Education
___ Foreign Language
___ Home Economics

As you see it now, should more, the same or less course work be *required* in various subject areas. Choose one of the numbered responses and place the number by each subject area.

(1) Require more (2) Keep the same (3) Don't require as much

___ Math
___ Science
___ History/Social Studies
___ English
___ Government/Economics
___ Industrial Arts
___ Physical Education
___ Art
___ Foreign Language
___ Computer Science
___ Business Education

As you think about your classes, how would you describe the standards set by your teachers in the various subject areas. Choose one of the numbered responses and place the number by each subject area.

(1) Too difficult (2) Somewhat difficult (3) About right
(4) Somewhat easy (5) Too easy (6) Didn't take

___ Math
___ History/Social Studies
___ English Language Arts
___ Physical Education
___ Art
___ Industrial Arts
___ Science
___ Government/Economics
___ Business Education
___ Foreign Language
___ Home Economics

Check the experiences in which you were involved. Mark the number that matches the response that best expresses *the value of the activity in preparing you for life outside of school:*

(1) Considerable (2) Some (3) Little (4) No

___ Guidance and counseling services
___ Career information and group/classroom guidance activities
___ Encouragement and help by teachers
___ Playing on athletic team(s)
___ Participating in school plays and musicals
___ Participating in band and vocal groups
___ Speech and debate

Some key areas of counselor involvement are listed below. How much help did you receive from your counselor in the following areas while in high school. Answer each topic with the appropriate numbered response.

(1) Considerable help (2) Sufficient help (3) Not enough help (4) Didn't need help

___ Selecting school subjects
___ Planning education after high school
___ Planning for an occupation or career
___ Learning more about myself
___ Getting along better with other people
___ Solving personal concerns and problems
___ Learning about my test results
___ Changing courses

In your judgment, was your overall high school program *(check one)*:

☐ Excellent ☐ Adequate ☐ Good ☐ Poor

Would you take some time to tell us how your high school did or did not give you the preparation you wanted or needed? We consider your thoughts an important feedback as we plan for the future.

Thank you for completing the survey.

COUNSELOR APPRAISAL

In order to appraise, or evaluate effective counselors, we need to have criteria against which we compare school counseling performance. In this section, criteria are set forth. Effective counselors, among other things, are those who set priorities, who build a comprehensive school counseling and guidance curriculum based on the four Cs, who provide program leadership and manage school cultures, who continually engage in professional development and renewal, and who periodically and systematically evaluate their comprehensive school counseling and guidance curriculum, make needed changes, publicize success of their program, and launch new initiatives to anticipate and prepare for the future. In this section, we establish the domain within which school counselors can be evaluated in relation to these essential and basic aspects of effective school counseling.

Counselor Effectiveness Requires Setting Curricular Priorities

Effective school counselors are known by the way they manage their school culture in relation to their school counseling outcomes. Hallmarks of effective school counselors include: planning their program based on the school mission cooperatively with the people who benefit from a well-managed counseling and guidance program; knowing what school counseling (the profession) is and how it differs from guidance (the curriculum); knowing the purpose of school counseling programs (to help people become "more able" learners); prioritizing goals and utilizing the four phases of managing a program (planning, organizing, implementing, and evaluating); practicing effective habits related to self-care and renewal; implementing the four Cs of our profession (counseling, consultation, coordination, and conducting activities); and engineering instructional formats appropriate for a guidance curriculum (on a continuum of didactic to experiential).

A school counseling program is a planned component of the larger school purpose and mission, and school counselors serve at least three populations: students, parents, and teachers (Schmidt, 1999). Some of the programs provided include individual and group counseling, consulting, testing and assessment, group instruction, and referrals, all of which are delivered within the framework of an organized, comprehensive program, and all of which are guided by the overall mission of the school, the needs of the community, and the goals of the state. The important point here is that *counselor effectiveness must be evaluated within this context, and also within the context of the counseling profession as a whole*. Effective school counselors are professionally aligned and involved at local, state, and national levels, and act as advocates and guides for student development. The term *school counseling* describes both the profession and the program established by counselors in schools. The term *guidance* describes a curriculum area related to affective or psychological education, and also describes particular school-wide activities such as "career guidance" (Sprinthall, 1971; Schmidt, 1999).

The purpose of school counselors, and of school counseling programs is to help people become "more able" learners and to help people develop to their fullest potential (Schmidt, 1999). This can only be done when school counselors are providing essential, rather than ancillary programs to the school, and to student learners; as such, school counseling programs must be basic to the fundamental goals of education, from kindergarten through college, and must contribute to the effectiveness of the school. Some professional school counselors view our profession as containing three essential areas: educational development, career development, and personal and social development. Other professional school counselors view school counseling as organized around four interactive program components: guidance curriculum, individual planning, responsive programs, and system support (Gysbers & Henderson, 1997). In fact, many professional school counselors believe that both these views are correct, that we need all of the above if we are to effectively promote maximum development. Those with experience as school counselors would most likely agree that parents and school personnel expect all of the above.

The phases of a comprehensive school counseling program are identified in the literature and can serve as a guide for *prioritizing goals and objectives* on the basis of adequate needs assessment and objective analysis of students', parents', and teachers' needs (Schmidt, 1999). These phases involve all school personnel and include planning, organizing, implementing, and evaluating. *Planning* typically occurs at the beginning of the school cycle and is the result of a needs assessment and conversations with parents, teachers, and administrators. *Organizing* consists of selecting major goals and objectives, assigning timelines and responsibilities, and creating a yearly schedule for school personnel involved in the guidance program, as well as setting goals and marketing the program. *Implementing* is the action phase, and includes intervention and prevention efforts that are accomplished through individual, small group, consultation, testing, crisis intervention, and referral counseling; this phase clearly distinguishes between counselors who are simply being "busy" and those who are being "productive," and includes scheduling programs and setting priorities, balancing time, and gathering appraisal data for future evaluation. Finally, *evaluating* involves using procedures to determine successes and failures of programming and to initiate future program changes, realizing that ultimately, a successful school counseling program is one that gets results. Evaluation consists of scrutinizing both program and school counselor performance outcomes, and is best viewed positively and developmentally.

In addition to knowing the definition, purpose, and the phases of a comprehensive school counseling program, effective school counselors also share characteristics in common with other successful leaders, managers, and culture-makers (Van Zandt and Hayslip, 2001; Covey, 1989; and Senge, 1990). These seven characteristics of successful cultural managers are: *proactive* rather than reactive leadership; *keeping the end in mind* (doing the right things, and doing them right); prioritizing or *putting first things first*; using a *win/win model* of leadership; seeking first to *understand*; managing as a whole, creating *synergy*; and, finally, keeping their professional tools sharp, or *sharpening the saw*. These seven habits can lead to effective personal and professional management and could be classified as self-care for school counselors and associated school personnel. Such habits underscore the importance of renewing our physical, social/emotional, spiritual, mental, and professional selves so that we can best serve and lead others, and so that we can create rather than lament, our school culture.

Effective school counselors will not only utilize prevention and intervention efforts in academic, career, and personal/social spheres, and not only manage the four program components (guidance curriculum, individual planning, responsive programs, and system support), but they will also deliver the comprehensive program curriculum through direct and indirect program activities categorized as counseling and classroom guidance (direct programs), consultation, coordination, and conducting (indirect programs). These activities are commonly known as "The Four Cs." First, *counseling* involves helping students overcome obstacles to their maximum potential, and involves using a theory and techniques that result in "best practices," or, empirically valid ways to most effectively and efficiently improve the person's life. Second, *consultation* includes objectively viewing the concern and using developmental, preventive, or remedial interventions in concert with the individual(s) involved, as well as working with other helping persons such as teachers, parents, industrial managers, support personnel, and administrators Van Zandt and Hayslip, 2001). Third, *coordination* includes working with other people or agencies to achieve a goal related to school counseling, such as coordinating career days or guest lecture series, referring students to another counseling agency, conducting accountability or outcome research, or working with other professionals who can make a difference in students' lives related to the overall mission of the school. Fourth, *conducting* activities are those that do not neatly fall into the other categories already mentioned, yet which are essential and basic programs provided in a comprehensive school counseling program (e.g., classroom guidance, public relations work, cooperating with teachers to complete references for college or job entry, leading group testing, conducting financial aid night, and so on).

Building an effective school counseling curriculum, using the four Cs and establishing the priority needs are absolutely critical if schools are to enjoy a dynamic and comprehensive program. In building a school counseling curriculum, there are several important considerations. First, the curriculum is created in response to a formal and informal needs assessment. Second, members of the steering committee, school personnel, and other interested beneficiaries of the school counseling program must be involved in identifying gaps and overlaps in the curriculum (Van Zandt and Hayslip, 2001). Third, school counselor managers must devise a scope and sequence chart for the entire school counseling program, including the topics and activities that are currently being included, that need to be included and that emerge as priorities. From this, a matrix can be developed that includes grade levels, curriculum topics, and activities. Fourth, outcomes must be identified and modified as determined by the steering committee. Fifth and finally, the more the teacher and counselor collaborate on the delivery of the curriculum, the more successful and more valued it will be.

Engineering effective instructional formats appropriate for a guidance curriculum involves at least six steps (Van Zandt and Hayslip, 2001). One, conduct appropriate needs assessments from appropriate groups of people. Two, with the steering committee, establish priorities. Three, identify instructional format to achieve learning outcomes. Four, develop a scope and matrix chart that identifies when, where, and how the lessons will be developed, introduced, infused, and reinforced. Five, prominently display a schedule for the year showing the guidance curriculum. And six, annually review and revise curriculum based on feedback from all involved. The formats used in the curricular interventions can range from didactic to experiential, and different formats are needed for different learning objectives.

Counselor Effectiveness Requires Developing Professionalism

Being a professional school leader and an emerging professional involves looking at the whole person through the lens of multicultural appreciation and respect. Professionalism also means knowing and following both the ethical standards for school counselors, and the legal issues involving school counseling. Professionalism in school counseling presumes advocacy at the local, state, and federal level and membership in and attendance at school counseling professional organizations and conferences.

The first aspect of professionalism for effective school counselors is looking at the whole person through the use of a multicultural perspective of appreciation and respect. This necessitates that school counselors help students learn to appreciate and understand their own diversity and that of others. Michael Hogan-Garcia (1999) suggests that cultural competence can and must be learned if we are to understand each other in our complex, pluralistic society. Hogan-Garcia advances a three-step training process of achieving the four skills of cultural diversity competence, outlined in this paragraph. First of all, in order to increase cultural awareness, understanding, and competence in students and school personnel, school counselors must first become aware of and competent in multicultural skills. These include, at a minimum, four important competencies: 1) understanding culture as it operates on different social levels; 2) understanding common barriers to effective communication and relationships; 3) practicing personal and interpersonal cultural competence, and 4) practicing the design and implementation of organizational strategies and action plans. Second of all, anthropological principles (self-reflection, interpersonal contextualization, and holistic considerations) combine with cultural knowledge (core identity, specific cultures, and organizational cultures) that further combines with action (personal competencies, skills to obtain accurate cultural information, and organizational change) to produce cultural diversity competence. Third of all, five stages are involved in the change process, along with their attendant skills (stage 1: self-reflection; stage 2: personal competencies; stage 3: interpersonal diversity competence; stage 4: effective teamwork; and stage 5: organizational cultural competence). This three-step training process can be taught to school counselors, to school personnel, and to students in order to increase multicultural competence. If this method is not used, then some other method of increasing awareness and respect for diversity must be integrated into the comprehensive school counseling and guidance curriculum in order to say that school counselors are competent, for this has become a major competency component in professional training programs.

The second aspect of professionalism involves ethical and legal adherence to the principals and practices of school counseling. Ethical principles include those related to responsibilities we have toward students, parents, colleagues, the school, the community, to self, to the profession, and to the standards for school counselors. Legal practices include those involving school law, case precedent in courts on relevant issues, school board policies, students' rights, parents' rights, the Buckley Amendment, Public Law 94-142, reporting child abuse, counselor liability, and Title IX (see Schmidt, 1999, for extensive information and an updated refresher on these topics).

The third aspect of professionalism involves becoming a member of, and maintaining active membership in organizations such as American School Counselor Association (ASCA), American Counseling Association (ACA), and other related professional organizations. It is an effective school counselor who keeps abreast of the state of the art views of ASCA regarding such critical topics as these, which are listed in the Position Statements of the Delegate Assembly in June 2000: Acquired Immune Deficiency Syndrome (AIDS); Attention Deficit/Hyperactivity Disorder; Censorship; Character Education; Child Abuse/Neglect Prevention; College Entrance Test Preparation; Comprehensive School Counseling Programs; Confidentiality; Corporal Punishment in Schools; Counselor Supportive Staff; Credentialing and Licensure; Cross/Multicultural Counseling; Discipline; Dropout Prevention/Students-at-Risk; Educational Planning; Evaluation; Family/Parenting Education; Gender Equity; Gifted Student Programs; Group Counseling; Home Schooling; Military Recruitment; Parent Consent for Services; Peer Helping; Promotion of Safe Schools; Sexual Orientation of Youth; Special Needs Student; Student Assistance Programs; Student Safety on the Internet; Students at Risk; and Use of Non-School Counseling Credentialed Personnel in the Counseling Program. Without professional membership and active involvement, how are school counselors acting as advocates for their profession or for their students? And without active participation in discussions among our colleagues across the state and nation, how can we presume to be delivering adequate professional practices to our students or to our schools? It seems that we cannot. Therefore, this component of evaluation must be included in any comprehensive school counseling and guidance program so that other school personnel and beneficiaries of school counseling program outcomes can be aware of, and actively support, time away from school to fulfill this necessary component of their professional conduct.

Counselor Effectiveness Requires Adhering to the National Standards

In short, effective school counseling programs are comprehensive, developmental, ensure adherence to the principles of effective evaluation outlined in this chapter, and also embrace the National Standards for School Counseling Programs. A brief summary of the National Standards for School Counseling Programs as outlined by the American School Counselor Association here follow.

First, the National Standards exist to help school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students.

Second, the National Standards facilitate student development in three broad areas: those promoting academic outcomes, those promoting career outcomes, and those promoting personal/social development outcomes. Nested within each of the three program standards are three additional standards, for a total of nine standards that clearly outline the knowledge, attitudes, and skills which students need, and which then are followed by a list of student competencies. These Standards assist professional school counselors in redesigning their current programs to meet the needs of students in the 21st Century. Two books are published on these Standards, *"Sharing the Vision,"* and *"Vision into Action,"* and can be purchased through ASCA. These Standards clearly state that the purpose of a school counseling program in a school setting is to promote and enhance the learning process, so that all students achieve success in school and become contributing members of society.

Third, it is clear that effective school counselors act within the norms and traditions of their professional organizations. It is the norm for school counselors to be expected to continuously assess their students' needs, identify barriers and obstacles to learning, and eliminate barriers that thwart student development or that compromises their potential.

In sum, a comprehensive school counseling and guidance evaluation would include looking at the extent to which school counselors are abiding by the National Standards for School Counselors, and the extent to which they are implementing the three domains (academic, career, and personal/social) in their curriculum.

STUDENT ASSESSMENT

School counselors are asked by administrators, school boards of education, state departments of education, parents and even teachers, to show that school counseling is effective. The goal of evaluation, as stated earlier, is to provide to these people meaningful data that can be used to cooperatively improve school counseling programs and to celebrate their successes. In fact, reporting program accomplishments, or the lack thereof, is the essence of program evaluation. Such evaluations are to be based on goals, objectives, and performance standards; they are to assess the three primary domains of student growth: academic (or educational), career, and personal/social; and they are to utilize appropriate assessment methodologies. In this section, which is largely a summary of relevant aspects of student appraisal by Schmidt (1999), we look at the various aspects of student assessment so that we can provide a framework for knowing what is involved in and how to measure student learning and growth.

Expanding Student Assessment Using Goals, Objectives, and Performance Standards

Goals for student assessment include those general statements of what we expect students to learn. Objectives are the specific aspects of how we intend to accomplish our goals. Performance standards are benchmarks and competencies determined by state departments of education, national professional organizations, and local communities. The National Standards for School Counseling Programs has identified three domains of student development that school counselors must address through their curriculum and through their basic interventions with students. The academic component, the career component, and the personal/social component are discussed in the following paragraphs.

Academic Development Standards. Basically, school counselors are expected to support and maximize student learning. This is accomplished through three standards, Standards A, B, and C. Standard A states that, "Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school across the life span." Standard B reads, "Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college." Standard C opens, "Students will understand the relationship of academics to the world of work, and to life at home in the community." These standards will be met for all students, at all levels of education.

Career Development Standards. Essentially, school counselors are responsible for providing the foundation for students to acquire the skills, attitudes, and knowledge that allow them to make the transition from school to work. Standard A is that "Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions." Standard B is "Students will employ strategies to achieve future career success and satisfaction." And Standard C reads, "Students will understand the relationship between personal qualities, education and training, and the world of work." School counselors are entrusted to provide direction in these three areas to all students in our schools.

Personal/Social Development Standards. This standard requires school counselors to provide the foundation for personal and social growth, which contributes to academic and career success. Standard A reads, "Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. Standard B clearly states, "Students will make decisions, set goals, and take necessary action to achieve goals." Finally, Standard C is "Students will understand safety and survival skills."

Within each of the nine standards in the three domains listed above, follows a list of student competencies and desired student learning outcomes. For a complete list of the Standards and their attendant competencies, order these two publications from ASCA: *Sharing the Vision: The National Standards for School Counseling Programs* (1997), and *Vision into Action: Implementing the National Standards for School Counseling Programs* (1998). With these two publications, school counselors will be able to establish the performance standards and competencies that are expected to be in place in our schools today. These standards are based on years of research, and so they reflect the "best practices" in school counseling at this time.

In sum, when assessing student performance outcome, it is important that school counselors establish benchmarks that are consistent with their professional organizations, with their department of education, with their school mission, and with their communities' expectations. Such programs will be truly valued.

Methods of Assessing Student Academic, Career and Personal/Social Outcomes

Student appraisal includes topics such as the need for standardized testing, use of standardized tests, deciding the type of assessment instruments to use, and consideration of other assessment techniques. Standardized testing is a controversial area, with concerns rising on three fronts: whether or not using standardized tests is useful, whether or not tests are biased when used with culturally diverse populations, and whether or not they are used appropriately. These three concerns about standardized testing are satisfied when school counselors use their professional training in measurement and research to test with care. When such is the case, the use of standardized tests can yield rich information to help students know and understand themselves, make appropriate educational and career decisions, and resolve interpersonal conflict. Standardization itself has to do with the ability to compare scores between and among individuals. Professional counselors know about the use of norms, standardized samples, age and grade norms, the mean, median, or mode, measures of central tendency, measures of variability, the range, standard deviation, percentile ranks, standard scores, and so on, and also knows and understands how to use norm-referenced tests and criterion-referenced tests. Knowing what tests to select is also an area of professional competence for school counselors. For example, school counselors know about Buros Institute for Mental Measurements and its publication of both the *Mental Measurements Yearbook* and *Tests in Print;* school counselors also know from their training about other sources for test information such as the ERIC Clearinghouse on Assessment and Evaluation, the *Standards for Educational and Psychological Testing*, the *responsibilities of Users of Standardized Tests*, and the journal, *Measurement and Evaluation in Counseling and Development*. Appraising student academic, career and personality indicators can be useful and informative if done correctly and contextually, with careful attention paid to validity and reliability issues.

Assessing Student Academic Outcomes. Students are commonly tested using achievement tests of basic skills as well as aptitude tests in some cases. According to Gibson and Mitchell (1995), the purpose of achievement testing is to measure the amount and rate of student learning, how students compare with each other, strengths and weaknesses in learning areas, and predictions of what can be learned. Sometimes school counselors can use an achievement test to get a quick estimate of verbal or non-verbal functioning, to determine whether a student is achieving at the level and rate that he/she would be expected to perform in relation to the grades earned.

Assessing Student Career Outcomes. Students are also commonly tested using interest inventories to provide individual information regarding potential career areas for exploration. Some examples of career inventories included the Strong-Campbell Interest Inventory (SCII), the Self-Directed Search (SDS), the Ohio Vocational Interest Survey (OVIS), and the Kuder General Interest Survey or the Kuder Occupational Interest Survey.

Assessing Student Personal/Social Outcomes. Students can also be tested using personality inventories such as the *Mooney Problem Checklist* and the *Myers-Briggs Type Indicator (MBTI)*. The results of personal inventories can be combined with the achievement test results and the career interest inventory results to develop a profile of the kinds of coursework, extracurricular activities, or future occupations that might interest students.

In short, tests are neither good nor bad in and of themselves. How they are used determines their potential use or harm. Professional school counselors know their limits, their uses, and how they can either oppress or liberate a person. A school counselor does not operate outside of his/her realm of competence, and would use tests only as they have been trained and supervised, and always in ways that enhance the students' knowledge of self and in ways that are consistent with the culture and values of the students.

Evaluating Assessment Methodology

In determining the assessment methodology to be used in the student appraisal component of a comprehensive counseling and guidance program, keep in mind that traditional evaluation methods are useful and necessary, but that there are many alternative methods for assessing student outcomes which can be quite helpful in promoting student awareness, understanding, and growth. Some of these other methods are described in this section.

Evaluating Assessment Methodology. Additional assessment formats for evaluating student learning in academic, career, and personal/social areas can include observations, checklists, rating scales, and anecdotal reports. Students, teachers, parents, and counselors can all follow a standard observation checklist for target behaviors and combine their findings for a "report" of the child's behavior, learning, or growth. Counselors can use a checklist to evaluate student performance, which requires a check in a column stating yes or no, whether or not a behavior was observed, as long as it is followed with another appraisal procedure. A rating scale is similar to a checklist, except that instead of a "yes" or "no" column, the rating scale employs a degree of frequency continuum (say, using a scale of 1 to 5). Anecdotal reports are observations that allow descriptions of a given situation in the life of a student. For example, a note might be written about a student behavior that indicates movement toward a desired goal, such as, "Margo shared the ball with Sue on the playground twice in 15 minutes," or, observations of students for prescribed time intervals may be recorded as well. Both are examples of anecdotal reports.

In sum, although the ideas presented in this section are not exhaustive, they are representative and can be used as a beginning guide for assessing student outcomes related to the educational mission of the school. Keep in mind that observations and reports of student behavior or performance are usually not private; with the Family Educational Rights and Privacy Act of 1974, known as FERPA (the Buckley Amendment), parents can request information about their child's educational records, and such information must be shared. So, it is important that all records be objective, valid, fair, and written in a professional tone. Ultimately, the purpose of student assessment is to remove barriers to learning and to maximize student potential.

Formative and Summative Evaluation Forms

Because the evaluation criteria for school counselors relate directly to the comprehensive guidance program, it is essential for the evaluator to confer with the counselor early in the school year regarding these criteria.

Included in this package are sample forms, which may be used in evaluating school counselors, and reflect the criteria identified for counselors. These forms include the following:

- Pre-Observation Worksheet
- Formative Observation Form
- Job Target Sheet
- Summative Evaluation Report

Formative Evaluation

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase: the Pre-Observation Worksheet, the Formative Observation Form, and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. It is important to note that many criteria relate to the establishment of direction and goals for the counseling guidance program. It is suggested that evaluators confer with counselors early in the year to discuss the goals established for this program. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes, the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target Sheet, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor(s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

PRE-OBSERVATION WORKSHEET
COUNSELOR

Counselor

Date

School

Period/Time

Counselor completes this form and discusses content with administrator prior to scheduled observation.

1. What will be accomplished during this observation time?
2. Which of the Comprehensive Guidance Program components (Guidance Curriculum, Individual Planning, Responsive Services, System Support) will be addressed?
3. What specific activities will take place?
4. Are there any special circumstances of which the evaluator should be aware?

Notes:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

FORMATIVE OBSERVATION FORM

Counselor ______________ Date ______________ School ______________

Time Entered ______________ Time Leaving ______________ Observer ______________

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (Classroom activities, group activities)

2. Implements the Individual Planning component through effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).

3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling, and referral skills).

4. Implements the System Support component through effective program monitoring and management.

5. Established effective professional relationships.

6. Fulfills professional responsibilities.

Counselor's Signature/Date ______________________ Evaluator's Signature/Date ______________________

(Signatures simply imply that information has been discussed.)

Adopted from Gysbers & Henderson

JOB TARGET SHEET

School Counselor	Date	School

1. Performance Area:
2. *Criterion
3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)
4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)
5. Appraisal Method and Target Dates:
6. Counselor's Comments:
7. Evaluator's Comments:

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved: ______________

Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One job target sheet should be used for each criterion.

Adopted from Gysbers & Henderson

SUGGESTIONS FOR WRITING JOB TARGETS

School Counselor ____________ Date ____________ School ____________

1. **Performance Area:**
State here the performance area.

2. ***Criterion:**
State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities):**
Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date ____________ Evaluator's Signature/Date ____________

Date Objective Achieved: ______________

Counselor's Signature/Date ____________ Evaluator's Signature/Date ____________

(Signatures simply imply that information has been discussed.)

*One job target sheet should be used for each criterion.

Adopted from Gysbers & Henderson

SUMMATIVE EVALUATION REPORT FOR COUNSELORS

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor during the formative phase.

We Can't

We can't put up new curtains 'til we take the old ones down.
We cannot put a smile on if our face remains a frown.
We can't have new tomorrows if we dwell on yesterday.
When we try to live tomorrow, we can't have what's ours today
We cannot change our outlook if old thinking's hanging 'round.
We can't put up new curtains 'til we take the old ones down.

-- Joyce Blakely

__________ Community School District

SUMMATIVE COUNSELOR EVALUATION REPORT

Name ______________________________ Building ____________________

Assignment ______________________________ Date ____________________

Directions: A three point scale is used in this evaluation. A single (√) mark should be made in the appropriate box for each item.

1. Satisfactory -	Consistently creditable work meeting the expectations of the district. Continued growth is anticipated.
2. Needs Improvement -	Improvement is expected.
3. Unsatisfactory -	Unacceptable performance. Improvement is imperative.
0. Insufficient Evidence -	Available evidence is insufficient to make an evaluation.

Evaluators are asked to complete all items listed in each area.

PROCEDURE All evaluations are to be completed in compliance with the procedures described in the Master Contract negotiated between the Education Association and the ____________ Community School District. Probationary counselors are evaluated twice each year.

PURPOSE The primary purpose of the evaluation program of the __________ ____________________ Community School District is for the improvement of education. The students of this district should receive the best possible total education program that qualified professional teachers, counselors, and administrators can offer. This process affords the counselor and evaluator the opportunity to emphasize, review, and clarify responsibilities and expectations. It provides direction to encourage positive growth of the professional educator and it attempts to improve guidance and counseling through the exchange of ideas.

Revised from Counselor Evaluation Report
Sioux City Community School

I. Guidance and Counseling Characteristics

Satisfactory = 1 Needs Improvement = 2 Unsatisfactory = 3 Insufficient Evidence = 0

	1	2	3	0
A. Guidance and Counseling Program Organization				
1. Consistently plans work.				
2. Identifies goals and evaluates progress toward the goals, making adjustments where needed in the overall program.				
3. Maintains a comprehensive counseling and guidance program complete with Standards and Benchmarks.				
4. Budgets time to provide a balanced and flexible program.				
5. Organized guidance and counseling activities which take into account the varying abilities, interests, and personalities of each student.				
6. Workload is organized so as to permit maximum counselor/counselee contact.				
B. Counselor Characteristics				
1. Is actively sought out by students who are in need of personal, social, educational, or career assistance.				
2. Is ambitious, interested and highly involved with professional duties.				
3. Is familiar with changes related to school policies, curriculum, and educational requirements effecting students.				
4. Is professionally respected by teaching staff and administrators.				
5. Stimulates students to develop a better understanding of self, and to recognize the importance of appropriate decision-making.				
6. Exhibits respect and understanding for each student.				
C. Counseling Duties				
1. Provides individual counseling opportunities for all assigned students.				
2. Uses results of standardize tests in planning programs to meet the needs of individual students.				
3. Makes use of the services of psychologists, social workers, and other community resources in better understanding the needs of individual students.				
4. Provides students comprehensive assistance in curriculum and education planning.				
5. Develops and makes effective use of a comprehensive personal, educational, and vocational information service for students.				
6. Provides comprehensive orientation programs for students.				
7. Provides small group counseling opportunities for students with mutual interests and concerns.				
8. Informs the local public of the activities of the secondary guidance program.				
9. Provides opportunities for students to acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
10. Helps students make decisions, set goals, and take necessary action to achieve goals.				
11. Provides opportunities for students to acquire emotional and physical coping skills that will result in total well being.				

Revised from Counselor Evaluation Report
Sioux City Community School

II. Professional Characteristics

Satisfactory = 1 Needs Improvement = 2 Unsatisfactory = 3 Insufficient Evidence = 0

A. Professional Preparation and Growth	**1**	**2**	**3**	**0**
1. Indicates evidence of competence and continued growth in areas of responsibility.				
2. Is familiar with current trends in education and is willing to try new methods.				
3. Attends inservices and other professional training in keeping with his/her profession.				
4. Utilizes the services of other professional personnel in order to ensure continued professional growth.				
5. Exhibits a professional commitment to counseling.				
B. Recognition and Acceptance of Responsibilities	**1**	**2**	**3**	**0**
1. Demonstrates a willingness to accept a reasonable amount of responsibility for activities and committee work included in the total school program.				
2. Cooperates in carrying out policies of the school system and recognizes that education is a team effort.				
3. Maintains a neat and welcoming guidance counseling center.				
4. Shows responsibility for equipment and materials.				
5. Deals with necessary reports and announcements promptly and efficiently.				
6. Is punctual and has a good attendance record.				
C. Professional Ethics				
1. Supports the district's total educational program.				
2. Assumes responsibility for his/her own actions and words.				
3. Respects personal relationships and confidentiality issues with clients.				
D. Relationships with Parents				
1. Recognizes responsibility to periodically inform parents of their child's progress in school.				
2. Conducts meaningful parent conferences.				
3. Works cooperatively with parents for optimal student growth.				
4. Makes parents feel welcome at school when they seek understanding of the school program and its relationship to their children.				
5. Includes parents in student case conferences involving school and community agency personnel.				

III. Personal Characteristics

A. Effective Use of English	**1**	**2**	**3**	**0**
1. Uses appropriate written and oral communication.				
2. Uses vocabulary as levels commensurate to students usage.				
3. Speaks clearly and effectively to students in large group settings.				
B. Personality				
1. Is poised and confident.				
2. Has a sense of humor.				
3. Exercises self-control and remains calm in difficult situations.				
4. Listens to and is aware of student concerns.				
C. Appropriate Appearance				
1. Exhibits cleanliness and neatness in appearance and dresses according to standards which are normally accepted by the profession.				
D. Interpersonal Relations				
1. Communicates and interacts effectively with students, parents, staff members, and others involved with counseling program.				
2. Displays compatibility and rapport with staff.				

Revised from Counselor Evaluation Report
Sioux City Community School

IV. Comments and Recommendations

V. Overall Appraisal *(This should reflect all information in this report – circle one)* 1 2 3 0

Counselor's Signature **Date**

Evaluator's Signature **Date**

Revised from Counselor Evaluation Report
Sioux City Community School

Sample Lesson Design Formats and Templates

INTRODUCTION AND EXPLANATION

In developing a Comprehensive Guidance and Counseling Program, it is imperative that the guidance staff of each school system have a written program guide that describes all the key components of the local program. Such a written document will then provide direction, focus, and clarity for the local district Guidance and Counseling Program. As counselors begin to communicate their program in writing, it is important to have an appropriate writing format or template.

This section includes several examples of writing formats. It should be recognized these are presented as samples to assist counselors in designing their own writing format. It is important that counselors develop a specific format that best communicates a Guidance and Counseling Program.

Part I – Classroom Guidance Lessons

The following pages include:

1. A narrative describing recommended components for classroom guidance lessons.
2. Two sample format sheets for writing classroom guidance lessons.

The Sample B Lesson Plan includes the additional Standards and Benchmarks components. This classroom guidance lesson outline was developed by Dr. Ann Vernon, Professor of Counselor Education at the University of Northern Iowa.

CLASSROOM GUIDANCE LESSONS

1. Classroom guidance lessons should contain the following components:

   a. A purpose (objective) with a well planned activity designed to meet the objective.

   b. A stimulus activity such as a story, film, role play, puppets, simulation, or discussion topic (generally 15-20 minutes).

   c. Discussion of the stimulus activity at a content level: (What did the two boys argue about in the story? What was the film about?) (5-10 minutes). This procedure may vary depending on the stimulus activity. In a simulation, for example, you may simply process the experience as to "what happened" and then move to personalization questions (d).

   d. Discussion and application of the activity at a personal level (Have you ever argued with someone? How did that feel? How can you patch up arguments?) (10-15 minutes).

   e. Closure: What did you learn from this lesson?

2. Objectives should be stated very specifically in terms of performance/measurable outcomes.

   Example: The student will identify six feelings. The student will demonstrate assertive communication messages.

   Avoid objectives such as: to develop an awareness of, to understand, etc. One or two objectives per activity is sufficient. Don't try to accomplish too much.

3. The stimulus activity should engage the student, but not consume their major amount of time during the session-processing the learnings is most important.

4. Processing occurs at two levels:

   Content of what they did in the activity or what concepts (cognitive) were presented.

   Personalizing – helps apply the concepts to their situation. This is the most important part of the lesson. Most materials don't contain questions of this type, so it will probably be necessary for you to add this component if you are using commercial activities that don't include this component.

Editor's Note: Some, but not all, of the following templates include Standards and Benchmarks.

Ann Vernon – UNI
1/99

LESSON PLAN – CLASSROOM GUIDANCE/SMALL GROUPS

Lesson ____________________ **Grade Level(s)** __________

Topic ____________________

Objectives a) ____________________

b) ____________________

Materials ____________________

____

____

Stimulus Activity/Procedure ____________________

____

____

Discussion Questions

a) Content Questions

1) ____________________

2) ____________________

3) ____________________

4) ____________________

b) Personalization/Application Questions

1) ____________________

2) ____________________

3) ____________________

4) ____________________

◆ ◆ ◆

Notes:

Ann Vernon – UNI
1/99

SAMPLE B LESSON PLAN
CLASSROOM GUIDANCE/SMALL GROUPS

Counseling Standard: ______________________

Student Benchmark(s) ______________________

Lesson ______________________ **Grade Level(s)** ______________________

Topic ______________________

Objectives a) ______________________

b) ______________________

Materials ______________________

Stimulus Activity/Procedure ______________________

Discussion Questions

a) Content Questions

1) ______________________
2) ______________________
3) ______________________
4) ______________________

b) Personalization/Application Questions

1) ______________________
2) ______________________
3) ______________________
4) ______________________

◆ ◆ ◆

Over for Notes:

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1/99

PART II – GUIDANCE CURRICULUM AND PROGRAM OF SERVICES WRITING TEMPLATES

On the following pages are sample templates that have been developed to cover all components of the guidance and counseling program. The four components of Norm Gysber's Model at the University of Missouri are:

1. Guidance Curriculum.
2. Responsive Services.
3. Educational Planning and Assessment.
4. Program Management.

This template design was developed by the Guidance Department at Western Hills AEA 12, 1520 Morningside Avenue, Sioux City, Iowa, 51106. A computer disk of the template may be ordered from the above address.

The templates are:

1. A sample template that utilizes the Sioux City Community Schools Standards and Benchmarks found elsewhere in the Program Guide.

2. A blank template where local standards and benchmarks can be charted.

3. A sample elementary guidance Curriculum activity (The IALAC Story).

4. A middle school Responsive Services small group activity on "loss."

5. An eighth grade Educational Planning and Assessment activity which is a Parent/Student Orientation to High School.

The enclosed examples illustrate how the template can be used for various aspects of the guidance and counseling program.

COMPONENT:

SPECIFIC TOPIC:

STUDENTS WILL ACHIEVE:

TARGET GROUP:

TIME REQUIREMENT:

GROUP SIZE:

MATERIALS NEEDED:

STANDARDS AND BENCHMARKS

Academic			**Career**			**Personal/ Social**		
St	**Be**	**Be**	**St**	**Be**	**Be**	**St**	**Be**	**Be**
A	1	5	**A**	1	5	**A**	1	
	2	6		2			2	
	3	7		3			3	
	4			4			4	
B	1	5	**B**	1		**B**	1	
	2	6		2			2	
	3	7		3			3	
	4			4				
C	1		**C**	1		**C**	1	
	2			2				
	3			3				
	4							

INCORPORATION AREAS

☐	At-Risk
☐	Global Education
☐	MCGF
☐	Gifted & Talented
☐	Technology

Session 1

Process and Procedures	**Evaluation**

Session 2

Process and Procedures	**Evaluation**

Adapted from the Guidance Department, Western Hills AEA 12

Session 3

Process and Procedures	Evaluation

Session 4

Process and Procedures	Evaluation

Session 5

Process and Procedures	Evaluation

Adapted from the Guidance Department, Western Hills AEA 12

COMPONENT:

SPECIFIC TOPIC:

STUDENTS WILL ACHIEVE:

TARGET GROUP:

TIME REQUIREMENT:

GROUP SIZE:

MATERIALS NEEDED:

STANDARDS AND BENCHMARKS

Academic			Career			Personal/ Social		
St	Be	Be	St	Be	Be	St	Be	Be

INCORPORATION AREAS

☐ At-Risk
☐ Global Education
☐ MCGF
☐ Gifted & Talented
☐ Technology

Session 1

Process and Procedures	Evaluation

Session 2

Process and Procedures	Evaluation

Adapted from the Guidance Department, Western Hills AEA 12

Session 3

Process and Procedures	Evaluation

Session 4

Process and Procedures	Evaluation

Session 5

Process and Procedures	Evaluation

Adapted from the Guidance Department, Western Hills AEA 12

COMPONENT: Guidance Curriculum

TITLE: IALAC Story

SPECIFIC TOPIC: IALAC Story

STUDENTS WILL ACHIEVE:
- Demonstrate how it feels to receive messages which hurt one's feelings.
- Demonstrate how it feels to receive messages which make one feel very good.
- Practice skills which enable them to be the type of person who leaves people feeling good.
- Understand how they affect another's sense of self-worth by the little things they say and do each day.

TARGET GROUP: Grade 3

TIME REQUIREMENT: 30 minutes

GROUP SIZE: Classroom

MATERIALS NEEDED: Session #1: white paper; sample IALAC; sign to wear (with pin)
Session #2: construction paper; markers/ crayons; IALAC stickers

STANDARDS AND BENCHMARKS

Academic			Career			Personal/ Social		
St	Be	Be	St	Be	Be	St	Be	Be
A	1	5	A	1	5	A	1	
	2	6		2			2	
	3	7		3			3	
	4			4			4	
B	1	5	B	1		B	1	
	2	6		2			2	
	3	7		3			3	
	4			4				
C	1		C	1		C	1	
	2			2				
	3			3				
	4							

INCORPORATION AREAS

☐	At-Risk
☐	Global Education
☐	MCGF
☐	Gifted & Talented
☐	Technology

Session 1

Process and Procedures	Evaluation
1. Write IALAC on the board. Explain the letters mean "I Am Loveable And Capable." 2. Have students suggest other "L" and "C" words which would make someone feel good, that someone would care about them. Record these on the board. 3. Students make their own IALAC sign on the paper passed around. When complete, introduce the story about Walter/Chris/Terry where Walter is the main character who knows about his IALAC sign which goes on every day first thing in the morning. Story ideas: someone yelling up the stairs to get Walter up, a put-down from sister about shirt, late for bus, Chris saving a seat for Walter, late for class, earning a detention time, a good grade on a test, Terry saving a seat at lunch, and no one wanting Walter on their team. Make the story fit the class and building. Rip pieces off the sign as each situation happens where feelings would be hurt. Try to fit pieces on the sign when good things happen and positive feelings happen. Ripped pieces go in the corner of the student's desk. 4. At the end of the story, have the students lay out their pieces and discuss: Discussion: 1. What were some of the things that happened to Walter? 2. How would you have felt during some of them? 3. As you look at your pieces on your desk, which piece represents the situation you would have felt the worst about? . . . The easiest situation to have experienced? 4. Does the IALAC sign always come back the next morning just as big and shiny as ever if the put-downs keep happening? What will eventually happen?	Students will: - Share experiences that demonstrate knowledge of good feelings vs. hurt feelings. - Participate in the activity demonstrating ripping paper for hurt feelings and replacing pieces for good feelings.

Session 2

Process and Procedures	Evaluation
1. Review Walter's story and focus on how little things can affect each and every one of us . . . words and actions. 2. Brainstorm with the students ways they might become people who affect people in a positive way by the things they say and do. Discuss compliments and various ones they use with their fellow classmates. 3. Introduce how today we will not be making Walter's sign but one of our own. Direct students to choose a piece of construction paper, add their name to the middle; and, give the students an IALAC sticker. 4. Break students into 2-3 small groups and instruct them to be thinking about compliments they might write to these people. Explain how the signs will travel around the group, each person writing their unique compliment on each and passing them to the next group member. When they receive their sign back, it will have some very nice things they will enjoy reading! Discussion: 1. What do you think about the things written on your sign? 2. Do they fit you? 3. How do you feel now that people wrote these things to you? 4. How do you think we should thank these people? Can we do something in class?	Students will - Demonstrate their knowledge of various compliments they can give. - Discuss their feelings when receiving their special IALAC sign.

Adapted from the Guidance Department, Western Hills AEA 12

COMPONENT: Responsive Services

TITLE: "Rollercoasters:" 3rd Session

SPECIFIC TOPIC: Loss through a move, divorced parents, death of a loved one

STUDENTS WILL ACHIEVE:

- become aware of the effects of the loss they have experienced
- become aware of the process of grief
- learn ways to help resolve their loss
- become more cohesiveness as they discuss and share ideas and feelings

TARGET GROUP: Grades 5-6

TIME REQUIREMENT: 45 minutes

GROUP SIZE: 6-8 students

MATERIALS NEEDED: Vent page; loss book; "loss box;" 3 x 5 cards

STANDARDS AND BENCHMARKS

Academic			Career			Personal/ Social		
St	Be	Be	St	Be	Be	St	Be	Be
A	1	5	A	1	5	A	1	
	2	6		2			2	
	3	7		3			3	
	4			4			4	
B	1	5	B	1		B	1	
	2	6		2			2	
	3	7		3			3	
	4			4				
C	1		C	1		C	1	
	2			2				
	3			3				
	4							

INCORPORATION AREAS

- ☑ At-Risk
- ☐ Global Education
- ☐ MCGF
- ☐ Gifted & Talented
- ☐ Technology

Session 1

Process and Procedures	Evaluation
1. Students write on vent page as they arrive: "What I think parents need to understand is . . :" 2. Read a loss book (from guidance library) and discuss with group. 3. Introduce the "Loss box." Hand out several 3 x 5 cards to each student. Explain that today we will have the chance to say goodbye to the things we have lost through the divorce, separation, and/or move experienced by each. Letting these things go frees one to allow new experiences to fill that space. 4. Discuss with the students what losses might be experienced with the changes in your family or others that you might know. Examples might be moving out of a long-time home, loss of a friend, the wish that their parents would be together again leaving their old school, loss of a pet, loss of two parents always being with them. Record on the board so students have ideas to draw from. Record personal losses on the 3 x 5 cards. 5. Show the "Loss box" and describe as a place to safely transfer, let go, and "bury" these things. Students are invited to place in the box and encouraged to let go of them. Certainly sad feelings are allowed! Explain the box will be stored in the guidance office and privacy will be respected. It will not be opened nor any of the cards retrieved by anyone. 6. Help students share these ideas and encourage them to support each other and their feelings. If we hang on to these feelings, they might have gotten stuck, preventing them from enjoying the other things they still have. 7. If anyone has trouble putting one of their cards in the box, let them know that they may keep the card and at any time they may put the card into the box.	Students will - Share with the group various losses they know or might have experienced. - Demonstrate their willingness to work through sad feelings by placing their cards into the "Loss box." - Allow others to share and demonstrate their empathy toward each other.

Adapted from the Guidance Department, Western Hills AEA 12

COMPONENT: Educational Planning and Assessment

SPECIFIC TOPIC: Parent/Student Orientation to High School

STUDENTS WILL ACHIEVE:
- An understanding of "how high school works."
- An understanding of the importance of co-curricular activities.
- A recommended list of positive hints from ninth grade students.
- An understanding of sources of help available in the high school.

TARGET GROUP: 8th Grade Parents and Students

TIME REQUIREMENT: Evening Session 1.5 Hours

GROUP SIZE: Unlimited

MATERIALS NEEDED:
Handout "Making High School An Exciting and Positive Experience"
(one for each participant)
Speakers: High School Counselor
High School Principal
High School Activities Director
9th Grade Student Panel

STANDARDS AND BENCHMARKS

Academic			Career			Personal/ Social		
St	**Be**	**Be**	**St**	**Be**	**Be**	**St**	**Be**	**Be**
A	1	5	A	1	5	▨ A	1	
	2	6		2			2	
	3	7		3			▨ 3	
	4			4			4	
B	1	5	▨ B	▨ 1		B	1	
	2	6		2			2	
	3	7		3			3	
	4			4				
▨ C	▨ 1		C	1		C	1	
	▨ 2			2				
	3			3				
	4							

INCORPORATION AREAS

▨	At-Risk
	Global Education
▨	MCGF
	Gifted & Talented
	Technology

Session 1

Process and Procedures	Evaluation
1. Welcome and introductions by middle school and high school counselors. 2. Comments and Questions -- High School Principal (A day in the life of a high school freshman." 3. "The importance of co-curricular activities" -- by Activity Director. 4. Ninth grade student panel -- Question and Answer. "I wish I would have known about these things last September. 5. Distribution of handout "Making High School and Exciting and Positive Experience." Presented and reviewed by the high school counselor. 6. Joint singing of the high school fight song.	Evaluation for completed by parents and students at the end of the session.

Session 2

Process and Procedures	Evaluation

Adapted from the Guidance Department, Western Hills AEA 12

COMPONENT: Guidance Curriculum

TITLE: Multicultural Connections

SPECIFIC TOPIC: Diversity

STUDENTS WILL ACHIEVE:

- develop a personal understanding of the need to divide themselves and each other into categories
- understand power structures, how they work, and how to create alternatives
- understand the privileges they have but are unearned; assumptions we make because we have privileges over another group of people

TARGET GROUP: Adult -- community college students

TIME REQUIREMENT: Total time -- 3 hours

GROUP SIZE: Classroom

MATERIALS NEEDED: Overheads; handouts, writing instrument for each student; "At This Moment" questionnaire (Cornerstone)

RESOURCES: REACH (Respecting Ethic and Cultural Heritage). Seattle, WA Cornerstone, Montgomery, Moody, and Sherfield. Allyn and Bacon (1997).

STANDARDS AND BENCHMARKS

Academic			Career			Personal/ Social		
St	Be	Be	St	Be	Be	St	Be	Be
A	1	5	A	1	5	A	1	
	2	6		2			2	
	3	7		3			3	
	4			4			4	
B	1	5	B	1		B	1	
	2	6		2			2	
	3	7		3			3	
	4			4				
C	1		C	1		C	1	
	2			2				
	3			3				
	4							

INCORPORATION AREAS

▨	At-Risk
▨	Global Education
▨	MCGF
▨	Gifted & Talented
	Technology

Session 1

Process and Procedures	Evaluation
1. Have students fill out the questionnaire on bias and prejudice, "At This Moment." Used only as personal information and to motivate discussion. 2. Gain student understanding of culture, diversity, and multiculturalism. Discuss with students helping define these terms. 3. Through class discussion, focus on why people break into groups, how power is used, and what is the purpose of the power. Try to bring out that to gain a feeling of more power, a person tries to "steal" it from another. Move from the idea of power being something that needs to be stolen, but something that is part of a relationship. 4. Using the REACH resource to discuss the need to be more inclusive of other groups. Discuss the following: 1) Culture is Something Everybody Has, 2) Multiple Perspectives, 3) Build Cultural Bridges, 4) Connect Heart, Head, and Hands for Healing, and 5) Co-responsibility. Share cultural values such as leadership is growth oriented, systemic change process, everyone is a learner and teacher, live the basic principles, time is fluid -- marathon not a sprint, "ouch" can open discussion, humor is valuable, and confidentiality is respected. 5. Discuss how certain groups are developed to categorize people. Use the formula of breaking the world's population down into a village of 100. 6. Discuss the structure of power. Use overheads "Five Types of Power" and "Power." Use examples of when and why these might be used. Focus on the use of power and how power is structured. How does it all affect decisions? 7. Discuss "white privilege." (Use the handout by Peggy McIntosh.)	Students will - Identify personal barriers to multicultural connections. - Demonstrate an understanding of their bias, prejudices, and personal struggle of power issues through discussion and examples.

Adapted from the Guidance Department, Western Hills AEA 12

FIVE TYPES OF POWER

Exploitive Power

- Use power for my own good.

Manipulative Power

- Control another through tokenism for personal gain.
- Take only a few into the center.
- Pits people against those similar to themselves.

Competitive Power

- Work against one another to see who is best.

Nurturing Power

- Puts down NO ONE.

Integrative Power

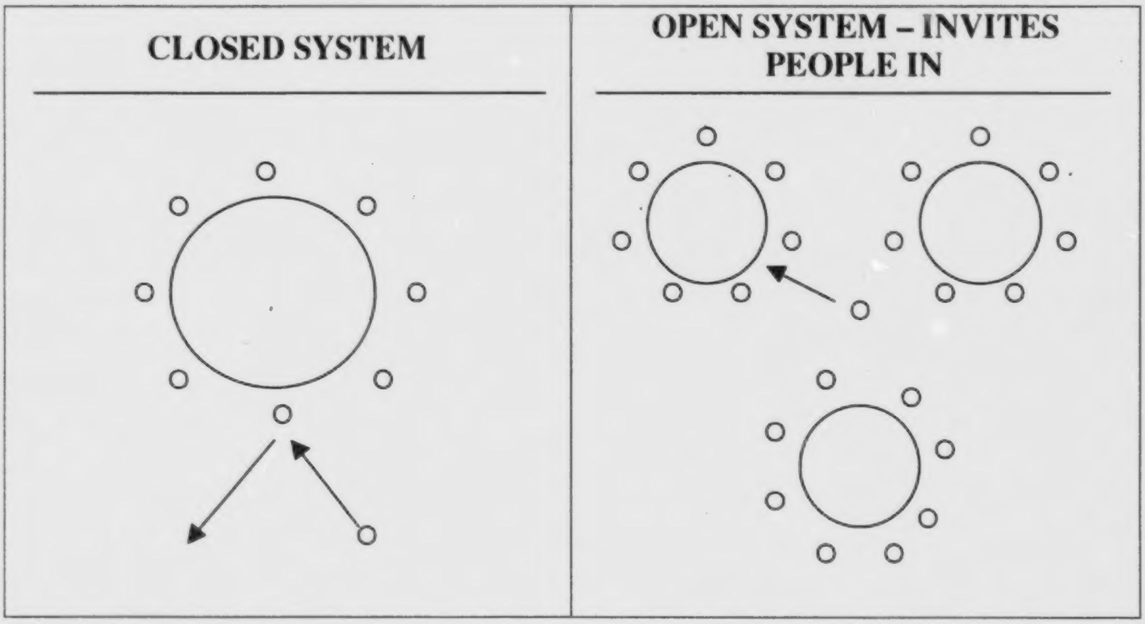
- Brings opposites together.

> *"Maybe the essense of education is not to stuff you with facts, but to help you discover your uniqueness, to teach you how to develop it, and then to show you how to give it away."*
>
> *-- Leo Buscaglia from "Love"*

POWER

Power Over	Power With
Winner/Loser	Winner/Winner
Decisions Made Top-Down	Decisions Made Collaboratively
Creates I'm Right, You're Wrong Thinking	Creates Everyone Brings Something Of Value Thinking
Inequality Of Participants	Equality Of Participants (I am More Than Just Me)
Shifts Responsibility (Seeks to Control Others)	Accepts Responsibility
Tension + Power – Love = Brutality/Cruelty	Tension + Love – Power = Sentimentality

TENSION + POWER + LOVE = HOSPITALITY



Grade Level: 5
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 30 minutes
TITLE: What's My Line

Student Competencies Addressed:

The student will:
P/S8.5.25 – determine that decision-making is required to meet personal goals.

Lesson Plans/Activities:

1. Introduce "What's My Line" career guessing game.
2. Review each career listed, emphasizing educational requirements and duties.
3. A student is selected to pretend to be a worker in one of the 24 career areas.
4. Students ask questions then guess, based on answers, which career is represented.
5. Students will list three careers of interest and skills and education needed for each.

Materials Needed

- A copy of "What's My Line" handout for each student.
- Pencils.
- 24 What's My Line" sheets filled out for each career listed.
- Clipboard.

Evaluation Method

- A written outline of steps to reach a career goal.
- Each student will take one career interest and discuss what is required to reach that goal.

Adapted from the Connecticut Comprehensive School Counseling Program

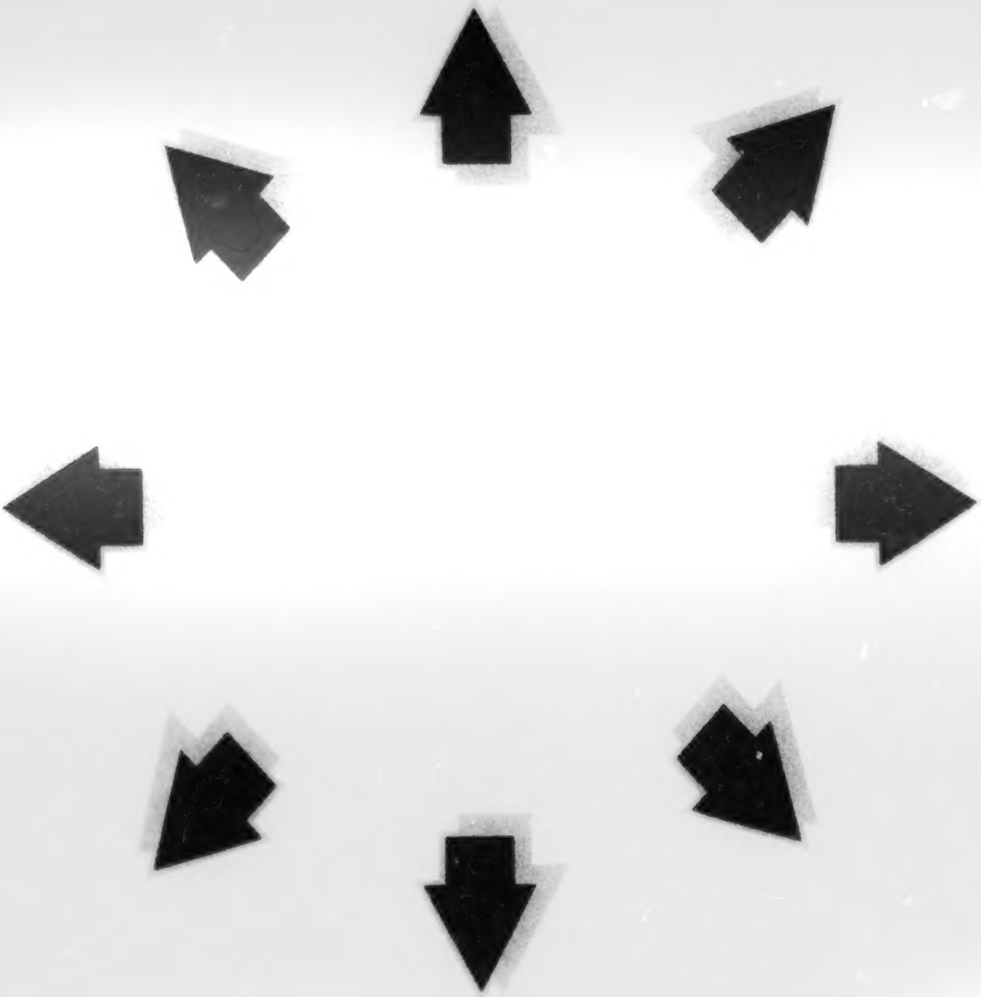
WHAT'S MY LINE?

Choose from the following list of careers:

1. architect
2. attorney
3. beautician
4. cook
5. electrician
6. guard
7. dentist
8. plumber
9. dental hygienist
10. librarian
11. musician
12. registered nurse
13. elementary school teacher
14. recreation worker
15. nurses aide
16. roofer
17. cashier
18. computer programmer
19. secretary
20. police officer
21. telephone operator
22. travel agent
23. real estate agent
24. x-ray technician

Questions:

____ 1. Do you work inside?
____ 2. Do you work outside?
____ 3. Is it noisy where you work?
____ 4. Is it quiet where you work?
____ 5. Do you produce a product?
____ 6. Do you work with things more than people?
____ 7. Is there a lot of repetition in your job?
____ 8. Do you sometimes lift heavy weight?
____ 9. Do you need a college education?
____ 10. Do you need some special training to do this job?
____ 11. Do you do your work as directed by someone else?
____ 12. Are many people who do this job self-employed?
____ 13. Is there a great deal of stress to meet deadlines?
____ 14. Do you need to like people in order to do this job?
____ 15. Is your job dangerous?
____ 16. Do you often get dirty doing your job?
____ 17. Do you need a professional license to do this job?
____ 18. Do you routinely use tools?
____ 19. Do you frequently use a pencil or a pen?
____ 20. Do you stand a great deal of time doing this job?



Appendix

IOWA LICENSURE REQUIREMENTS

INSTITUTION
ENDORSEMENT NO. 14.20(5):
Elementary Counselor
GRADE LEVEL: K-6

STATE REQUIREMENTS:

a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in kindergarten and grades one through six.
   - (1) Master's degree from an accredited institution of higher education.
   - (2) Completion of an approved human relations component.
   - (3) Completion of an approved exceptional learner component.

b. Program requirements.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:
   - (1) Nature and needs of individuals at all developmental levels.
     1. Develop strategies for facilitating development through the transition of childhood to adolescence and adolescence to young adult.
     2. Apply knowledge of learning and personality development to assist students in developing their full potential.
   - (2) Social and cultural foundations.
     1. Demonstrate awareness and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
     2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school, and community contexts.
     3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
   - (3) Foster relationships.
     1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
     2. Communicate effectively with parents, colleagues, students, and administrators.
     3. Counsel students in the areas of personal, social, academic, and career development.
     4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede their educational progress.
     5. Implement developmentally appropriate counseling interventions with children and adolescents.
     6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution, or both.
     7. Refer students for specialized help when appropriate.
     8. Value the well-being of the students as paramount in the counseling relationship.
   - (4) Group work.
     1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

(5) Career development, education, and post-secondary planning.

1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
2. Apply knowledge of career assessment and career choice programs.
3. Implement occupational and educational placement, follow-up, and evaluation.
4. Develop a counseling network and provide resources for use by students in personalizing the exploration of post-secondary educational opportunities.

(6) Assessment and evaluation.

1. Demonstrate individual and group approaches to assessment and evaluation.
2. Demonstrate an understanding of the proper administration and uses of standardized tests.
3. Apply knowledge of test administration, scoring, and measurement concerns.
4. Apply evaluation procedures for monitoring student achievement.
5. Apply assessment information in program design and program modifications to address students' needs.
6. Apply knowledge of legal and ethical issues related to assessment and student records.

(7) Professional orientation functioning.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
2. Maintain a high level of professional knowledge and skills.
3. Apply knowledge of professional and ethical standards to the practice of school counseling.
4. Articulate the counselor role to school personnel, parents, community, and students.

(8) School counseling skills.

1. Design, implement, and evaluate a comprehensive, developmental, school guidance program.

2. Implement and evaluate specific strategies designed to meet program goals and objectives.

3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

3. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

4. Provide assistance to parents and families in order to provide an informed and supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

5. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.

6. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.

7. Assist in the process of identifying and addressing the needs of the exceptional student.

8. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.

9. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.

10. Promote use of counseling and guidance activities and programs involving the total school community to enhance a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
2. Consult with teachers and parents relative to effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.
2. Utilize various methods of evaluating what students have learned in classroom lessons.
3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, ability to engage students in the learning process, and employing age-appropriate classroom management strategies.
4. Design a classroom unit of developmentally appropriate learning experiences.
5. Demonstrate knowledge in how to write standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum: The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

IOWA LICENSURE REQUIREMENTS

INSTITUTION
ENDORSEMENT NO. 14.20(6):
Secondary Counselor
GRADE LEVEL: 7-12

STATE REQUIREMENTS:

a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in grades 7 through 12.

b. Program requirements.
   (1) Master's degree from an accredited institution of higher education.
   (2) Completion of an approved human relations component.
   (3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following.
   (1) Nature and needs of individuals at all developmental levels.
      1. Develop strategies for facilitating development through the transition of childhood to adolescence and adolescence to young adult.
      2. Apply knowledge of learning and personality development to assist students in developing their full potential.
   (2) Social and cultural foundations.
      1. Demonstrate awareness and sensitivity to the unique social, cultural, and economic circumstances of students and their racial, ethnic, gender, age, physical, and learning differences.
      2. Demonstrate sensitivity to the nature and the functioning of the student within the family; school, and community contexts.
      3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
   (3) Foster relationships.
      1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
      2. Communicate effectively with parents, colleagues, students, and administrators.
      3. Counsel students in the areas of personal, social, academic, and career development.
      4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede their educational progress.
      5. Implement developmentally appropriate counseling interventions with children and adolescents.
      6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
      7. Refer students for specialized help when appropriate.
      8. Value the well-being of the students as paramount in the counseling relationship.
   (4) Group work.
      1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
      2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
   (5) Career development, education, and postsecondary planning.

1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
2. Apply knowledge of career assessment and career choice programs.
3. Implement occupational and educational placement, follow-up and evaluation.
4. Develop a counseling network and provide resources for use by students in personalizing the exploration of post-secondary educational opportunities.

(6) Assessment and evaluation.

1. Demonstrate individual and group approaches to assessment and evaluation.
2. Demonstrate an understanding of the proper administration and uses of standardized tests.
3. Apply knowledge of test administration, scoring, and measurement concerns.
4. Apply evaluation procedures for monitoring student achievement.
5. Apply assessment information in program design and program modifications to address students' needs.
6. Apply knowledge of legal and ethical issues related to assessment and student records.

(7) Professional orientation functioning.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
2. Maintain a high level of professional knowledge and skills.
3. Apply knowledge of professional and ethical standards to the practice of school counseling.
4. Articulate the counselor role to school personnel, parents, community, and students.

(8) School counseling skills

1. Design, implement, and evaluate a comprehensive, developmental, school guidance program.
2. Implement and evaluate specific strategies designed to meet program goals and objectives.
3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
5. Provide assistance to parents and families in order to provide an informed and supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
8. Assist in the process of identifying and addressing the needs of the exceptional student.
9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
11. Promote use of counseling and guidance activities and programs involving the total school community to enhance a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
2. Consult with teachers and parents relative to effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.
2. Utilize various methods of evaluating what students have learned in classroom lessons.
3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, ability to engage students in the learning process, and employing age-appropriate classroom management strategies.
4. Design a classroom unit of developmentally appropriate learning experiences.
5. Demonstrate knowledge in how to write standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum: The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

These rules are intended to implement Iowa code chapter 272.

IOWA LICENSURE REQUIREMENTS

INSTITUTION
ENDORSEMENT NO. 14.20(6):
Community College Counselor
GRADE LEVEL: Community College

STATE REQUIREMENTS:

Provisional occupational secondary license. Valid for five years.

Note: This license is provided to non-educators entering the education profession to instruct in occupations and specialty "fields" that are recognized in vocational service areas and career cluster areas.

Applicants must commit to complete initial requirements:

a. A new teacher's workshop of a minimum of 30 clock hours and specified competencies. To be completed during the first year of license validity.

b. Competency development in four basic areas:

   1. Methods and techniques of teaching.
   2. Course and curriculum development.
   3. Measurement and evaluation of programs and students.
   4. History and philosophy (foundations) of vocational and career education.

Note: Individuals who feel that their previous professional experiences (five years of properly licensed, full-time post-secondary teaching experience) formal education and preparation (completion of equivalent course work) indicate mastery of competencies in the required study areas may have such requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions supporting data should be provided to a teacher educator at one of the institutions supporting data should be provided to a teacher educator at one of the insttiutions which has approved teacher education programs. The results of the competency determination will be forwarded with recommendations to the board of educational examiners. Department personnel will make final determination as to the competencies mastered and cite sutides which yet need to be compelted, if any.

Instructors are expected to make annual progress at a minimum rate of one course per year to complete the studies following initial completion of the new teacher's workshop.

c. Six thousand hours of recent and relevant occupational experience in the teaching endorsement area sought.

In those subjects, occupational areas or endorsement areas which require state registration, certification or licensure, each applicant must hold the appropriate license, registration, or certificate before the issuance of hte profisional or the occupational license.

For endorsement in a specific subject matter field or area, each instructor shall hold a mster's degree in a field of instruction from a regionally accredited graduate school.

Endorsement(s) in additional area(s) shall be granted to applicants who present 12 semester hours of graduate level preparation in each field from a regionally accredited graduate school.

312 --- **Counselor:** For authorization to serve as a counselor, an applicant shall hold a master's degree in counseling or in college student personnel work with an emphasis in counseling from an accredited graduate school. Preparation shall include six semester hours of professional preparation appropriate for community college service, or adequate experience in college teaching or its equivalent as evaluated by a review committee appointed by the director of education shall be accepted in lieu of part or all of the required credits in professional education. Recognition shall be given to the value of employment experience outside of education in appointing counselors to work with students.

For licensure requirements for community college counselor, see the Iowa Department of Education website at www.state.ia.us/educate/programs/boee/ccreq.htm.

CAREER PATHWAYS

Student Name: ______________________________

Directions: After each career activity, add the suggested occupations under the career pathway that aligns with that occupation. As a result of participating in several career exploration and planning activities, you will see a pattern of results.

Interest Survey	Aptitude Survey	Choices & Other Career Activities	Focus Occupations

Agricultural Science/Natural Resources

Arts/Humanities/Communication

Business/Information Management/Marketing

DB 6/99

CAREER PATHWAYS

Interest Survey	Aptitude Survey	Choices & Other Career Activities	Focus Occupations
Engineering/Industrial/Technological Sciences			
Family Consumer & Human Sciences			
Health Sciences			

DB 6/99

CHOICES: OCCUPATIONS SEARCH

NAME ________________________________ DATE ____________

Directions:

1. Go to main menu of Choices.
2. Click on: *Occupations connected to Post-Secondary Schools.*
3. Go to List button and open four windows.
4. Click on red Search button.
5. **Preview the Search topics listed in the right column.** Read about each of these in the Search section of *Choices* occupations.
6. **Prioritize** search topics from 1 to 6.
7. **Enter** each Search topic into Choices until 30-50 occupations remain. Check this number after you enter each topic.
8. **Print the suggested list of occupations.**
9. **Highlight** three or more occupations on the printout that you would consider.
10. You **may print** three occupation profiles or more for your career portfolio.
11. **Add** these to your focus occupations file on *Choices*.
12. Add the occupations you highlighted to your Career Pathways diagram.

    Do you see a pattern on your Career Pathways diagram?

    Which Career Pathways lists the most entries between Interests, Aptitudes, *Choices* Activities, and Focus Occupations?

13. **Keep** this worksheet in your career portfolio and revise, as needed, each year.
14. Enjoy exploring and planning your future ☺.

DB
June 2000

Search Topics: Prioritize 1 through 6

_____ Aptitudes
_____ Basic Skills
_____ Career Areas (Interests)
_____ Iowa Career Pathways
_____ Earnings
_____ Education, Training, and Work Experience
_____ Fields of Work
_____ Future Outlook and Employment
_____ General Workplace Skills
_____ Graduate Program
_____ Personality Types
_____ Physical Abilities
_____ Physical Demands
_____ Post-Secondary Program/Majors
_____ School Subjects
_____ Special List of Occupations
_____ Transferable Work Content Skills
_____ Work Conditions
_____ Work Hours and Travel

Occupations Suggested:

1.

2.

3.

Compared Occupations:

______________ & ______________

______________ & ______________

Occupation Profiles Printed:

____

____

____

____

CAREER EXPLORATION
JOB SHADOW PROJECT

REPORT FORM
(DAILY LOG SHEET ON THE BACK)

Name ______________________ Date ______________________

Site ____

Place a check next to the Career Pathway(s) noted at this

✔	Career Pathway
	Agriscience/Natural Resources
	Art and Communication
	Business/Information Management/Marketing
	Engineering/Industrial/ Technological Sciences
	Family and Human Services
	Health Services

Place a number in each box that indicates to what degree you noted (1=low, 3=high)

1-3	ABI Workplace Skills
	Communicate and understand ideas and information
	Collect, analyze, and organize information
	Identify and solve problems
	Understand and work with complex systems
	Apply mathematical reasoning to work related problems
	Use technology
	Initiate and complete an entire activity
	Act professionally
	Interact with others
	Learn and teach on an ongoing basis
	Take responsibility for career and life choices
	Read and understand work related materials
	Participate in teamwork

What did you learn from your experience? Any surprises?

____

____

____

____

What will you share with others on your return?

____

____

____

____

____

____

How can your experience help?

____

____

____

____

DAILY LOG SHEET

Use this side to record notes and observations throughout the week from your daily job shadow activities.

INDIVIDUAL STUDENT CONFERENCE FORM
(Grades 7-12)

Learn to Live Learn to Learn Learn to Work

Name ____ Date __________

- What do you want to make sure we talk about today?
- What has gone well this year?
- What would you like to improve?
- Academic strengths and academic concerns (your perception): ____________________
- What or how have you changed in the last year?
- What would you like to change in the future?
- What kind of environment do you do well in?
- Review goal sheet completed at the beginning of the year. Comment: ______________
- Study Skills
    - ✓ How would you describe your study skills?
    - ✓ Use of SWSS?
    - ✓ Areas of study skills you would like to improve:
- What would you like to see this school change to make it a better school?
- Career Portfolio (Review Get a Life Portfolio)
    - ✓ Check Career Plan: ____
    - ✓ Career Pathway
    - ✓ Occupational Choices: 1.____________ 2. ____________ 3.____________
    - ✓ Use of Choices needed? ____Y ____N
    - ✓ Scheduled time: ______________
    - ✓ Choices component needed: Interests Aptitude Occupations Education
      Planner Financial Aid
- Check Vocational Competency Checklist inclusion in portfolio:

  ☐ Job Shadow ☐ Career Mentor

- Review 4-year Education Plan (courses) and modify as needed: __________________

- Post High School Education Needs: ______________________________

  ☐ Post High School Education Planning Packet: Review and Copy to Take
  ☐ General Catalogs Needed?
  ☐ Post High School Institution Placement Reports?
  ☐ Des Moines Golden Circle College Fair (12:30-3:30: Convention Center)
  ☐ Review files (test results, copies of materials, report cards).
  ☐ Personal Data Sheet.
  ☐ Campus Visits completed (special form)
  ☐ Applications?
  ☐ Transcripts (complete request)
  ☐ Teacher Recommendations (procedure suggested).
  ☐ NCAA Clearinghouse (review requirements and form completion).

- Assessments:

  ☐ ITBS/ITED
  ☐ PSAT
  ☐ Work Keys
  ☐ Meyers-Briggs
  ☐ ACT
  ☐ SAT
  ☐ 504
  ☐ Career Aptitude/ASVAB
  ☐ Assessment Accommodations: Special Education
  ☐ Advanced Placement
  ☐ Self-Directed Search
  ☐ CLEP
  ☐ Other: ______________________________

- Financial Aid (materials): ______________________________

- Scholarship:

  ☐ Local
  ☐ Other: ______________________________

- Credits: ________________ (Use credit review sheet)

  ☐ GPA
  ☐ Rank
  ☐ Requirements Needed
  ☐ Anything you need that has not addressed in this guidance conference?

Adapted from Winterset Community School District

INDIVIDUAL PLANNING

FOUR-YEAR COURSE PLAN
9th GRADE

Student Name ______________________ Career Pathway ______________

Focus Occupations ______________________ Post HS Education ___________

- Use pencil. Keep a copy in your Career Portfolio.
- Take courses to challenge and develop skills plus meet career and education goals.

1st Term		2nd Term	
1		1	
2		2	
3		3	
4		4	

3rd Term		4th Term	
1		1	
2		2	
3		3	
4		4	

Required:

Total Credits ___________

"You cannot delay the clock or hasten it. You cannot buy time or give it away. You can manage your activities so that time works for you!" *Managing Your Time*

Adapted from the Winterset Community School District

INDIVIDUAL PLANNING

FOUR-YEAR COURSE PLAN
10th GRADE

Student Name________________________________ Career Pathway_______________

Focus Occupations ____________________________ Post HS Education ____________

1st Term		**2nd Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

3rd Term		**4th Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

Required:

Total Credits ____________

Notes:

____
Parent/Guardian Signature

Adapted from the Winterset Community School District

INDIVIDUAL PLANNING

FOUR-YEAR COURSE PLAN
11th GRADE

Student Name________________________ Career Pathway______________

Focus Occupations ______________________ Post HS Education ____________

1st Term		**2nd Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

3rd Term		**4th Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

Required:

Total Credits ____________

Notes:

____
Parent/Guardian Signature

Adapted from the Winterset Community School District

INDIVIDUAL PLANNING

FOUR-YEAR COURSE PLAN
12th GRADE

Student Name________________________________ Career Pathway________________

Focus Occupations ____________________________ Post HS Education _____________

1st Term		**2nd Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

3rd Term		**4th Term**	
1		**1**	
2		**2**	
3		**3**	
4		**4**	

Required:

Notes:

Total Credits ______________

Total Cum Credits = _______

____
Parent/Guardian Signature

Adapted from the Winterset Community School District

GUIDANCE: SMALL GROUPS

Decision-Making, Aggressive, Passive (Victim), Anger, New Students, Loss,

---

Group I

Decision Making

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length:
Grades:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group II

Aggressive

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length:
Grades:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group III

Passive

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length:
Grades:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group IV

Anger

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length:
Grades:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group V

Peer Helper (New Students)

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length: Monthly
Grades: 7 & 8

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group VI

Peer Helper (summer)

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length: Monthly
Grades: 8 - 10

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group VII

Loss

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length: Monthly
Grades:

3.
4.
5.
6.
7.
8.
9.
10.

Group VIII

Affected Others

Facilitator:
Room:
Schedule: Day:
Time:
Frequency:
Length: Monthly
Grades:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group IX

PODS

Facilitator: Classroom Teacher
Room: 1st Period
Schedule: Day: Everyday
Time: 8:00 to 8:05 a.m.
Frequency: Daily
Length: All Year
Grades: 7 & 8

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Group X

Home Room & Channel 1

Facilitator: Classroom Teacher
Room: 8th Period
Schedule: Day: Daily
Time: 8th period
Frequency: Daily
Length: All Year
Grades: 7 & 8

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SMALL GROUP WORKSHEET

School: ______________________________ **Topic:** ______________

Date: ______________________ **Day/Time:** ____________________

Students:
1.
2.
3.
4.
5.

Session 1:
Warm-up:
Session Goal:
Activity:
Comments:

Session 2:
Warm-up:
Session Goal:
Activity:
Comments:

Session 3:
Warm-up:
Session Goal:
Activity:
Comments:

Session 4:
Warm-up:
Session Goal:
Activity:
Comments:

Session 5: Warm-up:
Session Goal:
Activity:
Comments:

EVALUATION OF GROUP EXPERIENCE:

COUNSELOR'S WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					

This schedule could be color coded for quick reference in the following way:

- Individual Conferences (pencil)
- Guidance Curriculum (pink)
- Small Groups (green)
- Parent Conferences (blue)
- Individual Planning (black)

COUNSELOR'S MONTHLY LOG

MONTH ____________________ YEAR ____________

		K	1	2	3	4	5	6	7-8	9-12		TOTAL
Individual Pupil Conferences												
Teacher Conferences												
Testing												
Parent In-School Conferences												
Parent Phone Conferences												
Home Conferences												
Classroom Presentations												
Small Group Sessions												
At-Risk Activities												
Observations												
IEP-TAT-SAT Conferences												
Principal Conferences												
Other Staff Conferences												
Consultations with Outside Agencies												
Advisory Meetings												
Other												

MONTHLY SUMMARY OF COUNSELING ACTIVITY

BUILDING: ______________________ MONTH: ______________________

CLASSROOM GUIDANCE LESSONS

DATE	CLASS	TOPIC/SOURCE

___ INDIVIDUAL STUDENT CONFERENCES

___ CONSULTATIONS WITH PARENTS

___ LUNCH BUNCH (NO. OF STUDENTS)

___ CONSULTATIONS WITH TEACHERS

___ STAFFINGS ATTENDED

___ HOME VISITS

SMALL GROUPS (Starting date, grade, topic)

PROFESSIONAL TEAMS AND COMMITTEES

PROFESSIONAL MEETINGS ATTENDED

OTHER

SCHOOL COUNSELOR MONTHLY REPORT

Counselor ______________________ Month __________ Date __________

School Counseling Curriculum:

1. Number of developmental guidance classes .... ____

Grades: K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

8 ___ 9 ___ 10 ___ 11 ___ 12 ___

2. Number of group guidance/information sessions .... ____

Grades: 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

Individual Planning Component:

1. Number of developmental guidance classes .... ____

Grades: 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

2. Number of group guidance/information sessions .... ____

Grades: 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

Responsive Services Component:

1. Number of individual counseling sessions .... ____
2. Number of group counseling sessions .... ____
3. Number of crisis or emergency contacts .... ____
4. Number of consultations with staff, re: students .... ____
5. Number of consultations with parents .... ____
6. Number of referrals from teachers, administrators, parents, students (self) .... ____
7. Number of referrals to school resources .... ____
   (social worker, clinic, school psychologist, etc.)
8. Number of referrals to outside professionals, agencies, etc .... ____
9. Participation on the Student Assistance and/or pre-referral team .... ____
10. Number of requests for information/information dissemination .... ____
    (newsletter/bulletins, booklets, financial aid, etc.)
11. Number of recommendations/forms .... ____

Systems Support Component:

1. Number of contacts with community-based agencies .... ____
2. Number of registrations .... ____
3. Number of sessions involving testing (administration, coordination, etc.) .... ____
4. Number of program/curriculum planning and/or evaluation sessions. .... ____
5. Number of parent programs .... ____
6. Number of Planning and Placement Team meetings .... ____
7. Number of department/school staff meetings .... ____
8. Number of professional development activities .... ____
9. Planning/conducting College/Career Fairs .... ____
10. Development of informational materials .... ____
11. Schedule adjustments .... ____
12. Record review/record keeping/reports .... ____

Other/Non-Guidance ____

Adapted from the Connecticut Comprehensive School Counseling Program

TIME-TASK ANALYSIS

Counselor ____________________ Week of ________________________

ACTIVITIES	MON	TUES	WED	THURS	FRI	TOTAL TIME
CURRICULUM COMPONENT						
Classroom Lessons						
Small Groups						
Group Guidance						
Other						
INDIVIDUAL PLANNING COMPONENT						
Individual Advisement						
Individual Assessment						
Educational Planning						
Career/Vocational Planning						
Placement						
Academic Progress						
Employment Planning						
Career Plan/Portfolio						
Other						
RESPONSIVE SERVICES COMPONENT						
Individual Counseling						
Group Counseling						
Consultations/Staff						
Consultations/Parents						
Referrals						
Crisis Intervention						
Pre-Referral/Team Meetings						
Classroom Observations						
Information Dissemination						
Letters of Recommendation						
Completion of Forms, Etc.						
Peer Mediation						
Other						
SYSTEM SUPPORT COMPONENT						
Program Development						
Materials Development						
Staff Development						
Meetings/Guid./Staff/Team/SAT						
Parent Programs						
PPT Meetings						
Public Relations						

Adapted from the Connecticut Comprehensive School Counseling Program

TIME AND TASK ANALYSIS FORMS

15-Minute Intervals

Time	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Activities
7:00-7:15	☐	☐	☐	☐	☐ ____________
7:15-7:30	☐	☐	☐	☐	☐ ____________
7:30-7:45	☐	☐	☐	☐	☐ ____________
7:45-8:00	☐	☐	☐	☐	☐ ____________
8:00-8:15	☐	☐	☐	☐	☐ ____________
8:15-8:30	☐	☐	☐	☐	☐ ____________
8:30-8:45	☐	☐	☐	☐	☐ ____________
8:45-9:00	☐	☐	☐	☐	☐ ____________
9:00-9:15	☐	☐	☐	☐	☐ ____________
9:15-9:30	☐	☐	☐	☐	☐ ____________
9:30-9:45	☐	☐	☐	☐	☐ ____________
9:45-10:00	☐	☐	☐	☐	☐ ____________
10:00-10:15	☐	☐	☐	☐	☐ ____________
10:15-10:30	☐	☐	☐	☐	☐ ____________
10:30-10:45	☐	☐	☐	☐	☐ ____________
10:45-11:00	☐	☐	☐	☐	☐ ____________
11:00-11:15	☐	☐	☐	☐	☐ ____________
11:15-11:30	☐	☐	☐	☐	☐ ____________
11:30-11:45	☐	☐	☐	☐	☐ ____________
11:45-12:00	☐	☐	☐	☐	☐ ____________
12:00-12:15	☐	☐	☐	☐	☐ ____________
12:15-12:30	☐	☐	☐	☐	☐ ____________

Adopted From the Missouri Comprehensive Guidance Model

15-Minute Intervals (Continued)

Time	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Activities
12:30-12:45	☐	☐	☐	☐	☐ ________
12:45-1:00	☐	☐	☐	☐	☐ ________
1:00-1:15	☐	☐	☐	☐	☐ ________
1:15-1:30	☐	☐	☐	☐	☐ ________
1:30-1:45	☐	☐	☐	☐	☐ ________
1:45-2:00	☐	☐	☐	☐	☐ ________
2:00-2:15	☐	☐	☐	☐	☐ ________
2:15-2:30	☐	☐	☐	☐	☐ ________
2:30-2:45	☐	☐	☐	☐	☐ ________
2:45-3:00	☐	☐	☐	☐	☐ ________
3:00-3:15	☐	☐	☐	☐	☐ ________
3:15-3:30	☐	☐	☐	☐	☐ ________
3:30-3:45	☐	☐	☐	☐	☐ ________
3:45-4:00	☐	☐	☐	☐	☐ ________
4:00-4:15	☐	☐	☐	☐	☐ ________
4:15-4:30	☐	☐	☐	☐	☐ ________
4:30-4:45	☐	☐	☐	☐	☐ ________
4:45-5:00	☐	☐	☐	☐	☐ ________
5:00-5:15	☐	☐	☐	☐	☐ ________
5:30-5:45	☐	☐	☐	☐	☐ ________
5:45-6:00	☐	☐	☐	☐	☐ ________
6:00-6:15	☐	☐	☐	☐	☐ ________

Adopted From the Missouri Comprehensive Guidance Model

15-Minute Intervals (Continued)

Time	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Activities
6:15-6:30	☐	☐	☐	☐	☐ ________
6:30-6:45	☐	☐	☐	☐	☐ ________
6:45-7:00	☐	☐	☐	☐	☐ ________
7:00-7:15	☐	☐	☐	☐	☐ ________
7:15-7:30	☐	☐	☐	☐	☐ ________
7:30-7:45	☐	☐	☐	☐	☐ ________
7:45-8:00	☐	☐	☐	☐	☐ ________
8:00-8:15	☐	☐	☐	☐	☐ ________
8:15-8:30	☐	☐	☐	☐	☐ ________
8:30-8:45	☐	☐	☐	☐	☐ ________
8:45-9:00	☐	☐	☐	☐	☐ ________

	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Activities
Number of Blocks:					
Daily Percentage:					

Grand Total Number of Blocks: ☐

Grand Total Percentage: ☐

Adopted From the Missouri Comprehensive Guidance Model

TIME AND TASK ANALYSIS FORMS

30-Minute Intervals

Time	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Activities
7:00-7:30	☐	☐	☐	☐	☐
7:30-8:00	☐	☐	☐	☐	☐
8:00-8:30	☐	☐	☐	☐	☐
8:30-9:00	☐	☐	☐	☐	☐
9:00-9:30	☐	☐	☐	☐	☐
9:30-10:00	☐	☐	☐	☐	☐
10:00-10:30	☐	☐	☐	☐	☐
10:30-11:00	☐	☐	☐	☐	☐
11:00-11:30	☐	☐	☐	☐	☐
11:30-12:00	☐	☐	☐	☐	☐
12:00-12:30	☐	☐	☐	☐	☐
12:30-1:00	☐	☐	☐	☐	☐
1:00-1:30	☐	☐	☐	☐	☐
1:30-2:00	☐	☐	☐	☐	☐
2:00-2:30	☐	☐	☐	☐	☐
2:30-3:00	☐	☐	☐	☐	☐
3:00-3:30	☐	☐	☐	☐	☐
3:30-4:00	☐	☐	☐	☐	☐
4:00-4:30	☐	☐	☐	☐	☐
4:30-5:00	☐	☐	☐	☐	☐
5:00-5:30	☐	☐	☐	☐	☐
5:30-6:00	☐	☐	☐	☐	☐

Adopted From the Missouri Comprehensive Guidance Model

30-Minute Intervals (Continued)

Time	**Curriculum**	**Individual Planning**	**Responsive Services**	**System Support**	**Non-Guidance Activities**
6:00-6:30	☐	☐	☐	☐	☐ ____________
6:30-7:00	☐	☐	☐	☐	☐ ____________
7:00-7:30	☐	☐	☐	☐	☐ ____________
7:30-8:00	☐	☐	☐	☐	☐ ____________
8:00-8:30	☐	☐	☐	☐	☐ ____________
8:30-9:00	☐	☐	☐	☐	☐ ____________

	Curriculum	**Individual Planning**	**Responsive Services**	**System Support**	**Non-Guidance Activities**
Number of Blocks:					
Daily Percentage:					

Grand Total Number of Blocks:	
Grand Total Percentage:	

Adopted From the Missouri Comprehensive Guidance Model

CONFLICT RESOLUTION STEPS

Main Idea	Detail
THINK ABOUT IT	♦ With whom am I in conflict? ♦ What is the conflict about? ♦ What is my part in the conflict?
TALK ABOUT IT	♦ Tell the other person your side of the conflict and how you feel about it by using "I statements." ♦ Tell the other person what you need, want, or expect. ♦ Ask the other person to give his/her side of the conflict. ♦ Ask the other person what they need, want, or expect. ♦ Listen to what he/she says and repeat it back!!! (Each person repeats back for understanding)
WORK IT OUT	♦ Agree on what the issue is. ♦ What is the character issue? ♦ Be willing to compromise. ♦ What will "I" do to solve the problem now. (Each person must agree) ♦ Make a plan if this happens again. ♦ Tell friends the conflict is resolved or agree on what you are going to tell them.

Note: If you want support to do this, see the counselor or teacher. Conflict managers are also available.

Diana Beem, School Counselor
9/8/98

PEER HELPER JOURNAL/FOLDER REVIEW AND ASSESSMENT

Student Name ______________________________ Date ________________

Component	Detail	Points
Assignment Calendar	- On left side/front of folder (1) - Date on every day both sides of calendar (1) - Completed for each day of class (1) - Neat and legible (1)	
Grade Chart	- On left side/behind Assignment Calendar (1) - Assignments/Activities listed (1) - Points listed accurately (1) - Grade figured accurately (1)	
Journal	- **Organization** ➢ On right side of folder (1) ➢ Current on top – descending order by date (1) ➢ Each day separate sheet of filter paper (1) – no spiral notebooks or paper with fringes) ➢ Heading each paper – blue or blank ink (3) ➢ Handouts with heading and in order along with journal pages by date (2) ➢ Activity listed correctly and underlined (2) ➢ Activity divided by a line (margin to margin) (2)	
	- **Reaction** **Structure (3)** ➢ Complete sentences, neat, legible ➢ Each activity has a reaction that is 1-3 paragraphs with 3-4 sentences per paragraph **Quality (25)** ➢ This is not a focus of the activity. This is reflection of the skills you learned or used in this activity. ➢ Example: This was difficult for me because . . .; I found this activity easy because of my experience doing . . .; gave me some ideas to use in . . .; I can use this skill to . . .; I felt frustrated doing this because . . .; therefore, I will . . .; ➢ Elaborate! Be specific! ➢ Use the Q-Matrix to generate statements (36 statements can be generated alone from this which can be developed into a paragraph each)	
Assessment	**Total Points to Record on Grade Chart:**	
Instructor Comments	Instructor #1	
	Instructor #2	

Student Name ______________________________ Date ________________

Activity: ____

Description:

Reflection:

Activity: ____

Description:

Reflection:

Activity: ____

Description:

Reflection:

WEB SITES FOR COUNSELORS

Note: Please note the last page on how this is modified for student use.

Career Counseling

🖱	About Work	www.about work.com/
	America's Career Kit (comprehensive online career development system by Department of Labor)	
	America's Job Bank	www.ajb.org
	America's Career Infonet	www.acinet.org
	America's Learning eXchange	www.alx.orgat
	America's Service Locator	www.servicelocator.org
🖱	Best Online Articles about Job Interviewing	www.members.xoom.com/worksearch/intres.htm
🖱	Birkman "Career Style Summary	www.review.com/birkman/birkman.cfm
	Career Action Center	www.careeraction.org/
🖱	Career Counseling: JobSmart	www.jobsmart.org
	Career Explorer Online (subscription cost)	www.careerexplore.com
🖱	Career Development Manual	www..adm.uwaterloo.ca/infocecs/CRC/manual-home.html
	Career Guide: Find Your Career	www.usnews.com/edu/beyond/bcguide.htm
🖱	Career Interests Game (John Holland Game)	www.missouri.edu/~cppcwww/holland.html
🖱	Career Key (John Holland six basic personality types (click on Employment/Career Development then Career Center-Emplore Career - Career Key)	www2.ncsu.edu/unity/lockers/users/l/lkj/
🖱	Career Mosaic Campus Directory	www.careermosaic.com/cm/cc/cc8.html
	Career Planning Process	www.bgsu.edu/offices/careers/process/process.html
	Choices (computerized career planning: *e*Choices) get password from school counselor (includes Occupation Information, Schools, Searches, Planner, Scholarships)	www.careerware.com
🖱	Creative Job Search	www.des.state.mn.us/cjs/cjsbook/contents.htm
	College Board Career Search	www.cbweb9.collegeboard.org/career/bin/career.pl
	. Informational Interview	www.danenet.wicip.org/jets/jet-9407-p.html
🖱	Job Search Guide: Strategies for Professionals	www.works.state.mo.us/tips/index.htm
	Inventories:	www.evansville.net/~castlehs/career_skills_inventories_and_pe.htm
🖱	JobStar	http://jobstart.org/
	JumpStart Coalition	www.jumpstartcoalition.org
	Kaplan's Careers in/Site	www.kaplan.com/view/article/0.1898.536.00.html
	Keirsey Temperament Sorter II	www.keirsey.com/cgi/keirsey/newkts.cgi
	Keirsey Temperament Site	www.keirsey.com
	Careers - Mind Games-Self Quizzes-Test Yourself	www.kaptest.com
	Labor Market Information Bureau (Iowa)	www.state.ia.us/iwd.htm
	Myers-Briggs FAQ: A Summary of Personality Types	www.sunsite.unc.edu
	National Center for Career Libraries	www.ncda.org
🖱	Occupational Outlook Handbook (Replaced by O*NET)	www.bls.gov/ocohome.html
	Occupational Outlook Quarterly	www.stats.bls.gov
	O*NET	www.doleta.gov/programs/onet
🖱	Personality Tests	ww.2h.com
🖱	Personalitytype.com	www.personalitytype.com
	The Holland Game	www.phlab.missouri.edu
	The Hot Seat	www.kaplan.com
🖱	Top Ten Jobs for People Who	www.review.com/career/topten.com
	Real World Applications for Math	www.askeric.org
	Riley Guide	www.dbm.com/jobguide/jsguides.html
🖱	Resource Materials on Personality Types	http://sunsite.unc.edu/personality/faq-mbti.html
	School-to-Careers (password: ______)(School Code: 68)	www.careers.iptv.org

Self-Directed Search by John Holland (fee)	www.self-directed-search.com
Smart Career Move	www.smartcareermove.com
Student Career Center	www.aea10.k12.ia.us
Virtual Interview	www.aboutwork.com/ace/virtual.html
Your First Paycheck	www.macomb.k12.mi.us/wq/cg2ucs.htm
🖱 What Color is Your Parachute	www.JobHuntersBible.com

Career Clearinghouses/Gateway Sites/Search Engines

Catapult	www.jobweb.org
Career Resource Center	www.careers.org
Career Resources	www.rpi.edu
InfoSeek Guide--Jobs and Careers	www.guide-p.infoseek.com
Job Hunt: A Meta-List of Online Job Services	www.job-hunt.org
Magellan	www.lmckinley.com
🖱 National Board of Certified Counselors (NBCC)	www.nbcc.org
🖱 Point's Top 5% -- Careers and Jobs	www.point.lycos.com
🖱 The Riley Guide	www.dbm.com
Yahoo! Employment and Company Directories	www.yahoo.com/Business_and_Economy/Employment

Companies, Organizations and Business (Information About)

Iowa Company Home Pages	www.netins.net/showcase/commercial.html
Better Business Bureau (Greater Iowa)	www.desmoines.bbb.org
National	www.bbb.org
Members Online (find participants of BBB)	www.bbbonline.org
Business Week Online (click on careers, then company research)	www.businessweek.com
Companies Online	www.companiesOnline.com
🖱 Mansfield U. Business/Economics Reference	www.mnsfld.edu/~library/mu-biz.html
National Alliance of Business	www.nab.com

Distance Learning

Peterson's Distance Learning	www.petersons.com/dlearn

Emergency Management (use as part of Crisis Management Planning)

Iowa Emergency Management Division	www.state.ia.us/emergencymanagement/
National Emergency Management Association	www.nemaweb.org

Entrepreneurship Education

Entrepreneurship Education	www.entre-ed.org

Financial Aid for Post High School Education

1. **Start early.**
2. **Don't assume.**
3. **Find help-school counselor, parents, community organizations, contact colleges, Internet resources.**
4. **Develop quality scholarship essay unique to you that can be revised**
5. **Transcripts.**
6. **Apply early.**
7. **Dedicate time.**

Work Study Program: Apply for positions early in the department for your major field of study.

Adventures in Education	www.tgsic.org
Better Business Bureau: Tips on Financial Aid for College	www.bbb.org/library/finaid.html
CollegeBound.Net	www.product.com/collegebound
College Fund Finders	www.apollo.co.uk/a/cff/
College Guides and Admissions	www.collegeguides.com

College Is Possible	www.collegeispossible.org
College Planning Center (Division of Iowa Student Loan Liquidity Corp. - Des Moines)	www.collegeplanning.org
College Solutions	www.college-solutions.com
Cost Calculator for College (includes loan calculators	www.fastweb.com
Federal Tax Credits (The Hope Scholarship and Life Learning Tax Credits)	www.ed.gov/ints/hope
Free Application for Federal Student Aid (FAFSA) Online	www.fafsa.ed.gov
FastWeb	www.fastweb.com
The Smart Student Guide to financial aid	www.finaid.org
Financial Aid	www.cs.cmu.edu
Financial Aid Application Process FAQ	www.uksbanksi.com/air/faq2.html#appfaqs
Financial Aid Calculators (savings plan designer, savings plan interest rate, compound interest, needed annual yield)	www.finaid.org/calculators
Hispanic/Latino scholarship search	www.hispanicfund.org
INFO-CENTER – THE SCHOLARSHIP SOURCE	www.amazing.com/ifo-center/
Iowa College Student Aid Commission	www.iowacollegeaid.org
Iowa Regent Universities Financial Aid Offices	
Iowa State University Financial Aid	www.public.iastate.edu/~fin_aid_info/
University of Iowa Financial Aid	www.uiowa.edu/~finaid/
University of Northern Iowa Financial Aid	www.uni.edu/finaid/
Iowa Student Loan Liquidity Corporation	www.studentloan.org
Minority Student Scholarship Search	www.fie.com/moils/scholar.htm
National Association for Student Financial Aid Administrators	www.finaid.org/nasfaa/
Project EASI Access for Students and Institutions	www.inet.ed.gov/EASI/
Resource Pathways' College Financial Aid Resources	www.sourcepath.com/caid
Nellie Mae	www.nelliemae.com
Sallie Mae	www.salliemae.com
Sallie Mae (calculate Expected Family Contribution)	www.slma.com/
Student Guide: Financial Aid from U.S. Department of Education	www.ed.gov/prog-info/SFA/StudentGuide/
Top Ten from Our Top 5% Sites (Lycos)	www.lycos.com/education/top10/financialaid.html
U.S. Department of Education	www.ed.gov/offices/OPE/

Disability Family Resources

Social Security Administration	www.ssa.gov
Health Care Financing Association	www.hcfa.gov
Department of Health and Human Services	www.dhhs.gov

Funding

Funding Your Education	www.ed.gov/prog info/SFA/FYE
Federal Tax Credits	www.ed.gov/ints/hope

Government

State

Central Iowa Regional Planning Board (Tech Prep)	www.aea12.k12.ia.us/cirpb
Iowa Company Home Pages	www.netins.net/showcase/commercial.html
Iowa Department of Education Home Page: Iowa DE	www.state.ia.us/educate/index.html
Iowa Economic Trends	www.state.ia.us/trends
Iowa Internet Sites	www.scl.ameslab.gov/links/
Iowa Labor Market Information	www.state.ia.us/government/wd/lmi.htm
Making Connections	www.state.ia.us/connections
State of Iowa Home Page	www.state.ia.us
Workforce Development	www.state.ia.us/government/wd/index.htm

National

ALMIS (Americas' LMI System)	www ecuvax cis.ecu.edu/~lmi/lmi.html
Bureau of Labor Statistics	www.bls.gov
Census Bureau	www.census.gov

Department of Education	www.ed.gov
Department of Labor (Budgets: Consumer Expenditures Surveys)	www.dol.gov
Department of Labor and Training	www.doleta.gov
Department of Labor Economic and Employment Projections	www.stats.bls.gov/emphome.htm
National Center for Education Statistics	www.ed.gov/pubs/stats.html
NOICC	www.noicc.gov
NOICC Crosswalk and Data Center	www.state.ia.us/government/wd/ncdc
National School-to-Career Consortium	www.edc.org/CEEC/home/stwrfi.html
National Skills Standards Board	www.nssb.org
SCANS/2000 Program	infinia.wpmc.jhu.edu/default5.htm
STW (School-to-Work)	www.stw.ed.gov/

Guidance/Counseling

American Counseling Association	www.counseling.org
American School Counselors Association	www.schoolcounselor.org
Ask An Expert (Career)	www.askanexpert.com/askanexpert/
Bullybuster	www.bullybusters.org
Careerware (Choices)	www.careerware.com
Central Iowa Planning Board Links	www.aea11.k12.ia.us?CIRPB/links.html
Grow with Guidance	www.allsucceed.com
Institute for Character Development at Drake University	www.disc.drake.edu
Developing Educational Standards	www.putwest.boces.org/Standards.html
Dr. Russell A. Sabella's Bookmarks (280)	www.louisville.edu/~rasabe01bookmark.htm
ICCOR (Iowa Center for Career and Occupational Resources)	www.state.ia.us/government/wd/isoicc
ICN	www3.iptv.org/iowa_database/
Iowa Substance Abuse Information Center (ISAIC) – Alcohol, Drugs, Gambling, Health and Wellness, School, Tobacco, Violence and Workplace	www.isaic.cedar-rapids.lib.ia.us
Listening (International Listening Organization)	www.listen.org
League for Innovation in the Community College	www.league.org
National Career Development Association	www.uncg.edu/~ericcas2/ncda
National Center for Career Libraries	www.ncda.org
National School Boards Association	www.nsba.org
Resolving Conflict Creatively	www.benjerry.com.esr/index.html
SCANS/2000 Program	www.infinia.wpmc.jhu.edu/default5.htm
School Violence	see crisis plan bibliography

Job Listing Sites/Employment

Iowa Jobs Page	www.state.ia.us/jobs
Iowa Jobs - from Iowa Workforce Development	www.state.ia.us/job/index.htm
Iowa Jobs (text-only version)	www.state.ia.us/government/wd/jobs/text.htm
Job City Iowa	www.dmregister.com
Job Center	www.jobcenter.com

Multiple

🖱 American Journalism Review Newslink (worldwide newspapers)	www.newslink.org/news.html
🖱 JobBank USA MetaSearch	www.jobbankusa.com/newsl.html
Monster.com	www.monster.com

Individual

🖱 America's Job Bank	www.ajb.dni.us
🖱 Career Magazine	www.careermag.com/db/cmag_postsearch_form
🖱 CareerPath	www.careerpath.com
🖱 CareerPost	www.washingtonpost.com/wp-adv/classifieds/careerpost/front.htm
Cool Works	www.CoolWorks.com
JobTrak (Includes websites at institutes you attend or graduated: usually requires specific password through career placement center)	www.jobtrak.com
JobNet	www.westga.edu/~doop/jobw.html

JobWeb/Catapult Employment Centers	www.jobweb.org/catapult/jobsall.html
JobWeb	www.jobweb.org
National Ad Search	www.nationaladsearch.com
Work-Web	www.work-web.com
World Wide Web Employment Office (particular kinds of jobs)	www.harbornet.com/biz/office/annex.html
Federal Jobs Digest	www.jobsfed.com/fedjob4.shtml
Petersen's Summer Programs for Kids/Teens	www.petersons.com/summerop/ssector.html
Summer Jobs World-Wide	www.summerjobs.com/do/where
U.S. Office of Personnel Management (Elsewhere on the Internet)	www.usa.jobs.opm.gov
Accountants and Finance Majors	www.financialjobs.com
AccountingEdge	www.staffingedge.com
Attorneys Work	www.attorneysatwork.com
CareerCast	www.careercast.com
Richard Mark's SBI	www.dkeep.com/sbi.htm

Only 20% of all available jobs in this country ever get advertised by employers. Hence, the familiar statistic, for decades: "80% of all jobs are never advertised", on the Internet, nor anywhere else.

Job Fairs

JobSmart–Upcoming Career Fairs	www.jobsmart.org
JobTrak Job Fair Calendar	www.jobtrak.com
Monster Board and Instry.net's Online Career Fair	www.industry.net/tools/about.htm
Monster Board Career Fair Info	www.monster.com
Westech's Virtual Job Fair	www.vjf.com/pub/westech

Listservs and Newsgroups or Individual E-mails

Iowa School Counselor Listserv (create a new message and in the body of the message say: subscribe couns)	listserv@aea11.k12.is.us
Listserv Search	www.lsoft.com/lists.listref.html
CounselorNet	Gopher://baryon.hawk.plattsburgh.edu 70

Media

Education Week	www.edweek.org
Area Education Agency	www.aea.k12.ia.us
Iowa Public Television	www.iptv.org

Military

Air Force	www.airforce.com
Army	www.goarmy.com
Coast Guard	www.uscg.mil/jobs
Navy	www.navyjobs.com
ROTC (Army at Iowa State)	www.public.iastate.edu/~arotc_info/isuarotc.html

Monthly Campaigns/Themes in Schools

Post High School Education*

American School Directory	www.asd.com
Apply Online List	www.applycollege.com
College and University Home Pages	www.utexas.edu/world/univ.html
College Application Online	www.collegeboard.org
CollegeAssist	www.edworks.com
College Board Online	www.collegeboard.org
College Database	www.mid.net/HIGHER
CollegeEdge	www.collegeedge.com

CollegeLink	www.collegelink.com
CollegeNet	www.collegenet.com
College Prep	www.tpoint.net/Users/jewells//college.html
Collegescape	www.collegescape.com
CollegeView	www.collegeview.com
ExPan	www.collegeboard.org.org
Go College	www.gocollege.com
Guide to Best Colleges	www.undergr/college-info.html
Iowa College, Universities, Community Colleges	www.iowa.net/links/#education
My Essay (for college entrance applications)	www.myessay.com
NASSP's Web Site	www.nassp.org
Petersons	www.petersons.com
Preparing Your Child for College	www.ed.gov/pubs/Prepare/
Princeton Review of Colleges	www.review.com
University Links	www.net.com/univ/
U.S. Universities and Community Colleges	www.utexas.edu/world/univ.html
U.S. News Online College Fair	www.usnews.com/usnews/ed/?/home.html
U.S. 2-year Colleges	www.sp.utoledo.edu/twoyrcol.html
U.S. News Colleges and Career Center	www.usnews.com/usnews/edu/home.html

*First check with parents for organizations they belong to that have scholarship programs, check the high school guidance center scholarship file, review general catalogs from potential higher education schools and contact financial aid offices of potential schools.

Resume (Helps You Write A Resume)

Gary Will	www.members.xoom.com/worksearch/reswri.htm
JobSmart	www.jobsmart.org/tools/resume/index.htm
Joyce Lain Kennedy	www.wiley.co.uk/Promotions/Kennedy/ActualMaterial.html
Proven Resumes (quiz to rate your resume)	www.ProvenResumes.com

Scholarships

College Search Form	www.jayi/ACG/search/html
Corporation for National Service	www.cns.gov/index.html
ExPan Scholarship Search	www.collegeboard.org.fundfinder/bin/fundfind01.pl
FastWeb	www.fastweb.com
Federal Tax Credits (The Hope Scholarship and Life Learning Tax Credits)	www.ed.gov/ints/hope
National Services Scholars Program	www.cns.gov/scholars.html
Peterson's Education Center	www.petersons.com
	www.fim.edu/doe
	www.ed.gov/studentaid
	www.cashe.com
	www.srnexpress.com

Schools K-12

Iowa Schools	www.iowa.net.links/#k12
Judy Swaim's East Clinton Elementary	www.fly.hiwaay.net/~swaim/judys.html
List of K-12 Schools on World Wide Web	www.sendit.nodak.edu/K12
Web66: AK12 World Wide Web	www.web66.umn.edu/

School Safety (Resources for Crisis Management)

National Association of Attorney Generals (links to resources)	www.keepschoolssafe.org
Early Warning, Timely Response	www.ed.gov/offices/OSERS/OSEP/earlywrn.html
Iowa Emergency Management Division	www.state.ia.us/government/dpd/emd/index.htm

Safeguarding Our Children: An Action Guide (several websites included in this publication)	www.ed.gov/offices/OSERS/OSEP/ActionGuide

Self-Employment (Entrepreneurial)

✓ Small Business Administration	www.sbaonline.sba.gov
✓ Working Solo	www.workingsolo.com
Entrepreneurial Skills	www.entre-ed.org

Temp Work

✓ Temp Access	www.tempaccess.com/agenlist.html
HandiLinks to Agencies (Fee)	www.ahandyguide.com/catl/employ.htm

Testing, Assessment and Study Skills

ACT Assessment Home Page	www.act.org/aap/index.html
AlgebraOnline	www.algebra-online.com
College Board Online	www.collegeboard.com
College PowerPrep	www.powerprep.com
Learning Styles	www.gse.rmit.edu.au/~rsedc/learn.html
Number2	www.number2.com
Personal Career Profile Checklist	www.etc.bc.ca/provdocs/careerpath/test5.html#test5
Straight Talk About School (NASS)	www.balancenet.org
School-wide Study Skills	www.studyskills.com
Straight Talk About School	www.balancenet.org
TestPrep.com	www.testprep.com
The test.com Web site	www.test.com
WebWare for the SAT	www.testprep.com

Volunteering, Service-Learning and Community Service

American's Promise	www.americaspromise.org
American Red Cross	www.redcross.org
Learn and Serve American	www.cns.gov/learn.html
National Service Learning Cooperative Clearinghouse	www.clark.net/pub/pwalker/home.html
Open the Door to Job Corps	www.jobcorps.com
Youth Service America	www.servenet.org

See Department of Education for Learn and Serve America Websites

Career Pathways

Lesson Plans

ASCD	www.ascd.org
Apple Learning Interchange	www.ali.apple.com
AskERIC Lesson Plans	www.ericir.syr.edu/Virtual/Lessons/
Blue Web'n Lesson Plans	www.kn.pacbell.com/wired/bluewebn/
Busy Teacher's Website K-12	www.ceismc.gatech.edu/BusyT
CCCNet Curriculum and Lesson Planning	www.ccnet.com
Classroom Connect	www.classroom.net
Collaborative Lesson Archive	www.faldo.atmos.uiuc.edu/TUA_Home.html
Education World (tm) – Where Educators Go To Learn	www.education-world.com/articles/lesson.shtml
Gander's Academy's Theme Related Resources	www.stemnet.nf.ca/CITE/themes.html
InfoList for all Teachers	www.electriciti.com/~rlakin/
Innovative Academic Uses of the Internet	www.dc.smu.eeu/DC/innovation.html
K-12 Lesson Plans	www.teams.lacoe.edu/documentation/places/lessons.html
Kathy Schrock's Bookmarks	www.capecod.net/schrockguide

Lesson Links	www.rabbitservices.com
Lesson Plan Page	www.libits.library.ualberta.ca/library_html/libraries/coutts/essons.html
Lesson Plans Online	www.4forefront.com/plans.html
Link2Learn	www.121.ed.psu.edu
Math Hotlist	www.sln.fi.edu/tfi/hotlists/math.html
McREL	www.mcrel.org/connect/lesson.html
Rivendell Educational Archive Projects: Where to Find Projects for Students to Join	www.watson.org/rivendell/
Academy One	www.nptn.org/cyber.serv/AOneP/academy_one/project-index.html
Teachers Helping Teachers	www.pacificnet.net~mandel
Teacher Tips	www.edcen.ehhs.cmich.edu/~tvantine/
The Well Connected Educator	www.gsh.org/wce

Notes:

- This is for school counselors.

- Use sites from this list to make a condensed version for:
  - Classroom career planning activities
  - As part of the student career planning portfolio
  - Handouts to students and parents during
    - Beginning of the year orientations
    - Financial aid meetings
    - Parent University
    - Parent-Teacher Conferences
    - Tutors have copies, etc.

- When modifying this list for student use, indicate the following message at the top:

  > Use the Internet with the supervision and guidance of your parent/guardian or an educator. Do not give any personal information of any kind when using electronic technology, including the Internet, without the permission of your parent/guardian.

- Bookmark web sites into categories on your computer for easy access.

- Keep a three-ring binder on the Internet to put articles with websites until you have a chance to put on your list and to bookmark.

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